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ABSTRACT

This volume on desegregation is divided into seven sections that outline and annotate bodies of information available from various sources. These sections include: (1) selected sources of information on various school desegregation issues; (2) "how to" sources on school desegregation; (3) sources of information on cities that have been desegregated for a comparatively long time; (4) sources of reviews of research on desegregation; (5) sources of information on government agencies and private organizations offering desegregation assistance; (6) persons (names and addresses) with expertise in one or more areas of desegregation implementation; and (7) a glossary of desegregation and equal education terminology. (JCD)

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ASSESSMENT OF CURRENT KNOWLEDGE ABOUT THE EFFECTIVENESS OF SCHOOL DESEGREGATION STRATEGIES

VOLUME IV

A PRACTICAL GUIDE TO DESEGREGATION: SOURCES, MATERIALS, AND CONTACTS

Meyer Weinberg

Center for Education and Human Development Policy
Institute for Public Policy Studies
Vanderbilt University

April 1981

UD 022 075

The Project involved several different but interrelated activities:

1. A comprehensive review of the empirical research (see Volume V).
2. A review of the qualitative literature on school desegregation, including studies surveying the opinions of practitioners and policy makers (see Volume VI).
3. An analysis of ten key court decisions (see Volume VII).
4. Interviews with local and national experts on school desegregation (see Volume VII).
5. A synthesis of the information gathered in activities 1-4 (see Volume I).
6. A review of actions by state governments and interviews with state officials (see Volume VIII).
7. An agenda for future research to determine the effectiveness of school desegregation strategies (see Volume II).
8. The design of a multicommunity study to determine the factors that account for the effectiveness of school desegregation (see Volume III).
9. A guide to resources that those charged with implementing desegregation might find helpful.
10. A comprehensive bibliography of books, articles, papers, documents and reports that deal with desegregation strategies related to the four general goals outlined above (see Volume IX).

These several activities were conducted by a team of researchers from several universities and organizations. The Project, which was managed by Willis D. Hawley with the assistance of William Trent and Marilyn Zlotnik, was initially based at Duke University's Institute of Policy Sciences and Public Affairs. Midway during its 19 month life, the Project was moved

Preface

This volume is one of nine resulting from the Assessment of Effective Desegregation Strategies Project (hereafter referred to as the Project). The Project was financed with funds provided by the Office for Civil Rights (OCR) of the U.S. Department of Education and administered by the National Institute of Education (NIE).*

The primary purpose of the Project has been to identify what is known about strategies that are effective in desegregating school systems. A secondary objective of the Project is to facilitate further research on this topic. The Project will be successful if policy makers and practitioners use its findings, and the subsequent knowledge from research to which the project contributes, to more effectively racially desegregate the nation's schools.

There are several potential goals of desegregation and these may be the terms in which effectiveness is measured. This Project defined an effective strategy in one of four general ways:

1. The acceptance and support of desegregation by parents and the community.
2. The reduction of racial isolation and the avoidance of segregation among public schools (white flight and nonentry) and within schools (unnecessary ability grouping, push-outs, etc.).
3. The development of better race relations among students.
4. The improvement, or at least the continuance, of academic achievement.

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to Vanderbilt University's Institute for Public Policy Studies. The members of the Project team were:*

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The conclusions reached in the several volumes are those of the named authors. Neither the NIE or OCR necessarily supports the findings of this Project.

* Affiliations are for the period during which these persons participated in the study.

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A PRACTICAL GUIDE TO DESEGREGATION:

SOURCES, MATERIALS, AND CONTACTS

Meyer Weinberg

Overview

This guide is designed to help practitioners implement desegregation programs in elementary and secondary schools. It directs their attention to materials of a practical sort which are based on actual desegregation experience. This is not meant to be a researcher's handbook nor a debater's manual. Research is cited only when its potential application seems promising or suggestive for practice. Frequently, the practitioner needs not research findings so much as concrete information. This may relate to persons knowledgeable in the field, government and private agencies which can be helpful, as well as many other sources of data.

Between the extremes of treating desegregation as an automatic success or as fated to fail, this volume takes a middle position: from all we know, desegregation can succeed, providing all the actors master their parts. If desegregation is treated as a by-product or secondary concern, chances are it will fail. Educational leadership is the key. Such leadership can be exerted on every level of the school system, as well as by community and civic sectors.

This volume is divided into 7 sections that outline and annotate bodies of information available from various sources. These sections include:

1. Selected sources of information on various school desegregation issues
2. "How to" sources on school desegregation
3. Information on cities that have been desegregated for a comparatively long time

4. Reviews of research on desegregation
5. Government agencies and private organizations offering assistance with school desegregation
6. Persons with expertise in one or more areas of desegregation implementation
7. Glossary of desegregation and equal education terminology.

These classifications are somewhat artificial and are certainly not mutually exclusive. For example, valuable information about implementing specific activities to facilitate desegregation may be found not only in the "how to" section but in a number of other sections as well, such as information on desegregated cities. In other words, the reader is encouraged to use this volume as a whole; important sources of information may be overlooked if it is used in piecemeal fashion.

Wherever possible, addresses have been given so that the reader might contact listed sources directly. Chances are good that newspaper articles and certain other materials are available, at moderate cost of reproduction or sale, at the Horace Mann Bond Center for Equal Education, School of Education, Library Tower, University of Massachusetts, Amherst, Massachusetts 01003. The telephone number of the center is 413-545-0327.

Reference should also be made to information presented in other volumes of the Project. For example, the synthesis of research findings in Volume I contains valuable information for the practioner.

Selected Sources of Information on Various School Desegregation Issues

A great number and variety of sources are available on issues of school desegregation. While many of the sources listed in this section advocate one or another position, they are valuable to delineate the range of opinion on any given issue. They further clarify different goals and components of school desegregation. The school desegregation issues outlined in this section are those which are most frequently addressed in the literature oriented toward practitioners. Issues not dealt with in this literature are discussed in other volumes of this project.

Sources in this section are noted under alphabetical listing of issues. The section begins with references on administrators and desegregation and concludes with references on whites as minorities in desegregated schools.* A brief annotation that describes the content, theses, or arguments presented in the sources follow their listing.

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*"Integrated Education" and "Integrateducation" are two ways that this single journal is noted. The latter designation resulted from a change in the journal's editorial style.

Administrators and Desegregation

Candoli, T. C. An urban superintendent looks at school desegregation. Theory Into Practice, 1978, 17(1), 17-22.

Frelow, R. D. Minority administrators and desegregation. Integrateducation, 1973, 11(3), 27-29.

Fullington, G. Soul brother or Uncle Tom? Phi Delta Kappan, 1976, 57, 466-467.

Turnage, M. The principal as change agent in desegregation. Chicago: Integrated Education Associates, 1972. (a)

Turnage, M. The principal: Change agent in desegregation. Integrated Education, 1972, 10(2), 41-45. (b)

Candoli, former superintendent of Lansing, Michigan, writes from experience (1978). Frelow, a central administrator in Berkeley, California, discusses the need to pursue a meaningful program of affirmative action (1973). The role of the assistant principal, often designated as a "black job," is explored by Fullington (1976). Turnage (1972a, 1972b) explores the possible contribution of principals to successful desegregation. This early study of the principal as change-agent is based on data collected from Virginia public schools.

Background Readings on Desegregation

Harris, N. The integration of American schools: Problems, experiences, solutions. Boston: Allyn and Bacon, 1975.

Orfield, G. Must we bus? Washington, D.C.: The Brookings Institution, 1978.

Rist, R. C. (Ed.). Desegregated schools: Appraisals of an American experiment. New York: Academic Press, 1979.

Weinberg, M. A change to learn: A history of race and education in the United States. New York: Cambridge University Press, 1977. (a)

Weinberg, M. Minority students: A research appraisal. Washington, D.C.: U.S. Government Printing Office, 1977. (b)

Willie, C. V., & Greenblatt, S., (Eds.). Community politics and educational change: Ten school systems under court order. New York: Longman Press, 1981.

In Harris (1975) can be found a series of interesting accounts of interviews with researchers, superintendents, and others who have been concerned with desegregation. These accounts are easy to read. Orfield's book (1978) is a dependable storehouse of material dealing with the policy side of desegregation. Rist's volume (1979) is a collection of original empirical studies of desegregated schools based on first-hand observation. In the first book by Weinberg (1977a) can be found a history of the education of black, Mexican-American, American Indian, and Puerto Rican children in this country. The second book (1977b) is a comprehensive review of research studies on a broad variety of subjects, including desegregation. The Willie and Greenblatt book (1981) contains a series of detailed analyses of ten cases, each one instructive.

Bilingualism and Desegregation

Baez, L. A. The political dimensions of bilingual education in the context of school desegregation in Milwaukee: A case study. Milwaukee: University of Wisconsin, General Assistance Center, 1978.

Bilingual education and desegregation. University of Pennsylvania Law Review, 1979, 127, 1564-1606.

Brisk, M. E. Bilingual education and school desegregation: The case of Boston. May 1975. (ERIC Document Reproduction Service No. ED 126 199)

Cardenas, J. A. Bilingual education, segregation, and a third alternative. Inequality in Education, 1975, No. 19, pp. 19-22.

Carter, T. P. Interface between bilingual education and desegregation: A study of Arizona and California. August 1979. (ERIC Document Reproduction Service No. ED 184 743)

Castellanos, D. Bilingual education versus school desegregation: Reconciling the conflict. New Jersey Education Association Review, 1980, 57(2), 17-19.

Fernandez, R. R., & Guskin, J. T. Bilingual education and desegregation: A new dimension in legal and educational decision-making. In H. Lafontaine, B. Persky, & H. Golubchick (Eds.), Bilingual education. Wayne, N.J.: Avery Publishing Group, 1978.

Friesma, G. G. The effect of desegregation on bilingual education in America. Master's thesis, California State University, Fullerton, 1978. (University Microfilms Order No. 1312061)

Haten, L. Bilingual education and desegregation. In A. Yarmolinsky, (Ed.), Race and schooling in the city. Cambridge, Mass.: Harvard University Press, 1981.

Roos, P. Bilingual education: The Hispanic response to unequal educational opportunity. Law and Contemporary Problems, 1978, 42(4), 111-140.

Zirkel, P. Bilingual education and school desegregation: A case of uncoordinated remedies. La Revista Bilingue, 1977, 58, 180-188.

Local variations in dealing with this issue in four sites can be studied in the materials by Baez (1978), Brisk (1975), and Carter (1979). More general explorations, with no reference to specific places, can be found in Cardenas (1975), Castellanos (1980), Fernandez and Guskin (1978), and Friesma (1978). A thorough legal analysis appears in "Bilingual Education and Desegregation" (1979). It is strongly positive about the

benefits of both sides of the equation. The same view is expressed by Roos (1978). Hanten (1981) insists on the mutual benefits to be obtained by joining bilingualism and desegregation. Zirkel (1977), to a much lesser extent, examines some legal aspects, adopting a more skeptical stance than that of Hanten.

Classroom Organization and Desegregation

Cohen, E. G. The desegregated school: Problems in status, power, and interracial climate. September 1979. (ERIC Document Reproduction Service No. ED 181 151)

Cohen, E. G. Design and redesign of the desegregated school: Problems of status, power, and conflict. In W. G. Stephen & J. R. Feagin (Eds.), Desegregation: Past, present, and future. New York: Plenum Press, 1980.

Mercer, J. R. Building effective multiethnic schools: Evolving models and paradigms. In W. G. Stephen & J. R. Feagin (Eds.), Desegregation: Past, present, and future. New York, Plenum Press, 1980.

Slavin, R. E. Integrating the desegregated classroom: Actions speak louder than words. Educational Leadership, 1979, 36, 322-324.

Slavin, R. E., & Madden, N. A. School practices that improve race relations. American Educational Research Journal, 1979, 16, 169-180.

The three senior authors are the principle theorists of the subject. Cohen (1980) reviews, in addition to her own view, those of Slavin (1979) and Mercer (1980). Cohen's main point is that the status structure of the classroom must be changed in order to accommodate integrationist goals. Mercer stresses the need to reject cultural hegemony in favor of an openness to all class and culture configurations. Slavin stresses the constitution of cooperative work groups to better race relations among students. All three authors are amply experienced on the practical aspects of desegregation.

Discipline and Desegregation

Bell, J. A. Race and school suspensions in Dallas. Integrated Education, 1973, 11(2), 66-67.

Creigh, J. I. An analysis of second student suspension (Doctoral dissertation, Virginia Polytechnic Institute and State University, 1979). Dissertation Abstracts International, 1979, 40, 2373A. (University Microfilms No. 7924098)

Larkin, J. School desegregation and student suspensions: A look at one school system. Education and Urban Society, 1979, 11, 485-495. (Milwaukee)

Love, N. Pupil discipline--a quagmire of confusion. Stockton Record, March 11, 1979. (Stockton, California)

Miller, J. D. Student suspensions in Boston: Derailing desegregation. Inequality in Education, 1975, No. 20, pp. 16-24.

Samples, D. A. Disciplining students on a racial basis. New York Times, December 29, 1974. (Dallas)

Thompson, L., & Rosentraub, M. S. Discipline and punishment in the Dallas Independent School District: A four-year analysis. Arlington, Tex.: University of Texas, Institute of Urban Studies, 1979.

All the entries deal with specific school systems. Dallas figures so prominently because that city was the object of several legal proceedings. Bell's article (1973) is an inventory of discriminatory practices in Dallas while Sample's (1974) goes over a broader aspect. Thompson and Rosentraub (1979) present a systematic evaluation of progress toward a less discriminatory system. Creigh (1979) studies a system in which progress has been scarce; the same could be said of Love's findings about Stockton (1979). Miller (1975), too, reports resistant practices in Boston. On the other hand, Larkin (1979) reports the virtual absence of discrimination in discipline in Milwaukee.

Dropouts, Pushouts, and Desegregation

Felice, L. G., & Richardson, R. R. Effects of busing and school desegregation on minority student dropout rates. Integrateducation, 1977, 15(6), 47-50. (Waco, Texas)

Southern Regional Council. The student pushout: Victim of continued resistance to desegregation. Atlanta: Southern Regional Council, 1973.

The Felice and Richardson (1977) article is one of the very few on dropouts and desegregation. It is a careful analysis which goes considerably beyond the simple arthimetic of the subject, usually the only aspect canvassed. The Southern Regional Council (1973) presents a comprehensive description and analysis of practices that "push" minority students out of schools.

Hispanics and Desegregation

Corty, J. Latinos press plea for equal education. Racine Journal Times, December 7, 1975.

Davis, M. A. Education doorway to equality. Corpus Christi Caller, May 20, 1976. (Corpus Christi, Texas)

Del Olmo, F. L.A. Latins face dilemma in integration controversy. Los Angeles Times, March 21, 1977.

Del Olmo, F. L.A.'s Latinos: How many are in the mainstream? Los Angeles Times, May 22, 1977.

Echaveste, M. Desegregation poses controversy in Los Angeles. LNESC Newsletter, 1977, No. 3.

From Puerto Rico to Pennsylvania--culture shock in the classroom. Pennsylvania Education, 1971, No. 2, pp. 22-29.

Garcia, G. F. The Latino and desegregation. Integrateducation, 1976, 14(5), 21-22.

Haro, C. M. Mexico/Chicano concerns and school segregation in Los Angeles. Los Angeles: University of California, Chicano Studies Center, 1977.

National Institute of Education. Desegregation and education concerns of the Hispanic community. Washington, D.C.: U.S. Government Printing Office, 1977.

Perales, C. Puerto Rican problems in integration. Integrateducation, 1975, 13(3), 8-10.

Phalen, J. South Bend schools fail in education of Latino students. South Bend Tribune, May 4, 1978.

Powley, J. High Mexican-American dropout rate examined. South Bend Tribune, February 4, 1979.

Rosen, S. School desegregation and the Chicano community. 1976. (ERIC Document Reproduction Service No. ED 131 974)

Rosen S., & Alcala, C. Principal legal issues in school desegregation as it relates to the Mexican American. San Francisco: Mexican-American Legal Defense Fund, May 1974.

Sanchez, G. I. School integration and Americans of Mexican descent. American Unity, Winter 1955.

Simross, L. The Latino scene at Lincoln High. Los Angeles Times, February 16, 1979.

Uribe, O., Jr. The impact of 25 years of school desegregation on Hispanic students. Agenda, 1980, 10(4), 18-20.

Valverde, L. A. Segregation, desegregation, and resegregation of the Spanish-surname student in the United States. August 1976. (ERIC Document Reproduction Service No. ED 131 963)

Weiss, B. School problems improved slowly. Rocky Mountain News, February 21, 1979. (Hispanos in the Denver schools)

The effort in this section has been to cite a wide variety of references to specific places throughout the country. These include Los Angeles, South Bend, Denver, Corpus Christi, and Racine. More general articles are those by Garcia (1976) and Uribe (1980). In the volume by the National Institute of Education (1977) can be found the proceedings of a national conference on education and desegregation concerns of Hispanics. It touched on many features of the subject but only tentatively in a number of cases. Legal explorations are contained in Rosen and Alcala (1974) and Rosen (1976) articles. A certain amount of overlap exists between these articles and corresponding ones included in "Bilingualism and Desegregation," above.

Housing and Desegregation

Crowson, R. L. Hilis v. Gautreaux: Implications for education. Phi Delta Kappan, 1977, 58, 550-552.

Farley, R. Residential segregation and its implications for school integration. Law and Contemporary Problems, 1975, 39(1), 164-193.

Fox, N. B. The Kalamazoo court decision. Integrateducation, 1973, 11(3), 72-84.

Heins, M. Housing remedies in school desegregation cases: The view from Indianapolis. Harvard Civil Rights-Civil Liberties Law Review, 1977, 12, 649-691.

Milgram, J. G. Integrated neighborhood and integrated education. Integrateducation, 1974, 12(3), 29-30.

Pearce, D. Breaking down barriers: New evidence on the impact of metropolitan school desegregation on housing patterns. Washington, D.C.: National Institute of Education, November 1980.

Quinn, L. M. Relationships between school desegregation and government housing programs: A Milwaukee case study. Washington, D.C.: National Institute of Education, 1980.

Rubinowitz, L. S., & Dennis, R. J. School desegregation versus public housing desegregation: The local school district and the metropolitan housing district. Urban Law Annual, 1975, 10, 145-175.

Schools and the housing/real estate industry. Impact, September 20, 1976. (Dallas)

Taylor, J. A desegregation plan with few takers. Boston Globe, August 27-29, 1978. (Desegregation policy of the Boston Housing Authority)

Weinberg, M. Integrating neighborhoods: An examination of housing and school desegregation. Journal of Housing, 1980, 37, 630-636.

Weinberg, M. Housing and school desegregation: Citizen initiatives and government responses. Integrateducation, 1981, 18(1).

Only relatively recently have writers begun to attend to the interrelations between housing and desegregation. Farley (1975) examines the background of the subject, that is, the obstacles that housing segregation creates for later school desegregation. In the Kalamazoo decision, Judge Fox documents the reciprocal process whereby housing de jure school

segregation developed in that city (1973). Heins (1977) explores the contribution of housing to the growth of an illegally segregated school system--in the North's oldest desegregation case, Indianapolis. The possibilities are studies in the Crowson (1977) and the Rubinowitz and Dennis (1975) articles. Milgram (1974) underscores the need to pursue both housing and school desegregation simultaneously while Weinberg (1980, 1981) brings together examples of voluntary citizen groups which have done just this. Pearce (1980) finds that mandatory school desegregation in six metropolitan areas has stimulated the development of housing desegregation. Quinn (1980), however, failed to find this in Milwaukee whose desegregation plan has a large voluntary component. Taylor (1978), on the other hand, details the failure of a public housing desegregation plan which operates entirely apart from the mandatory school desegregation program in the same city, Boston.

Magnet Schools and Desegregation

Campbell, C., & Brandstetter, J. The magnet school plan in Houston. In D. U. Levine & R. J. Havighurst (Eds.), The future of big city schools. Berkeley, Calif.: McCutchan, 1977.

Cotton, G. Texas sour on fundamental schools. Baton Rouge State Times, November 6, 1980. (Dallas and Houston)

Cunningham, C. H. An evaluation of Houston's magnet school program. March 1978. (ERIC Document Reproduction Service No. ED 167 631)

Eardley, L. Cincinnati's magnet schools. Integrateducation, 1976, 14(5), 14-17.

Klumpe, K. Alternative schools: A network of unknowns. Integrateducation, 1976, 14(5), 17-20.

Los Angeles School Monitoring Committee. Sixth report: Magnet programs: Survey and application procedures--enrollment, racial and ethnic composition. Los Angeles: Superior Court of the State of California for the County of Los Angeles, March 13, 1979. (a)

Los Angeles School Monitoring Committee. Seventh report: Proposed expanded and new magnet programs, 1979-1981. Los Angeles: Superior Court of the State of California for the County of Los Angeles, April 17, 1979. (b)

Thompson, M. Milwaukee's specialty school plan promotes learning and integration. American School Board Journal, 1979, No. 166, 30-33.

Waldrip, D. R. Comprehensive plan for magnet schools, Cleveland public schools, 1981-1986. Cleveland, Oh.: Cleveland Public Schools, January 31, 1981.

The Houston magnets are described in articles by Campbell and Brandstetter (1977), Cotton (1980), and Cunningham (1978), while those of Dallas which bear down on the "3 Rs" are analyzed by Cotton (1980). Overall, a number of specific successes are reported, but the overall reduction of segregation is modest. Both Eardley (1976) and Klumpe (1976) question the accomplishment of magnets in Cincinnati. Thompson (1979), on the other hand, praises Milwaukee's magnets. The first of the two Los Angeles reports (1979a) details many weaknesses and some strengths of that city's magnet program, and the second report (1979b) makes many concrete suggestions for

improvement. Waldrip, a pioneer in magnet development and now court-appointed desegregation administrator in Cleveland, outlines a very broad 5-year program for the judge's consideration.

Metropolitan Desegregation

Cataldo, E. F., Giles, M. W., & Gatlin, D. S. Metropolitan school desegregation: Practical remedy or impractical ideal? Annals, 1975, No. 422, 97-104.

Hovard, R. B. Metropolitan integration in Southern California: An alternative plan. Dominguez Hills, Calif.: California State College, 1977.

Raffel, J. A. The politics of school desegregation: The metropolitan remedy in Delaware. Philadelphia: Temple University Press, 1980.

Rapaport, R. Peninsula busing battle takes a strange turn. San Francisco Chronicle, March 24, 1978. (East Palo Alto and adjacent areas)

State court desegregation orders: Multidistrict busing--Supreme Court review and the Los Angeles school case. University of California Los Angeles Law Review, 1979, 26, 1183-1230.

Unfortunately, few if any researchers have bothered to examine the actual workings of metropolitan school desegregation plans. Cataldo and associates (1975) base their helpful remarks on study of metropolitan districts in Florida. Raffel (1980) is the leading authority on desegregation in the Wilmington, Delaware area, and in this book traces in great detail the process whereby a metro plan evolved. The problems of creating a metropolitan plan in the Los Angeles area are studied by Hovard (1977), who puts forward the essentials of a plan, and by the law review article (1979) which stresses the legal avenues for such an outcome. Rapaport (1978) describes a movement for a metropolitan desegregation plan among a series of suburban rather than central city districts.

Parent Participation and Desegregation

Carol, L. N. Court-mandated citizen participation in school desegregation. Phi Delta Kappan, 1977, 59, 171-173.

Holden, D. H. Academic achievement of black students: A black parent's view. Integrateducation, 1976, 14(4), 39-43.

Serow, R. C., & Solomon, D. Parents' attitudes toward desegregation: The proximity hypothesis. Phi Delta Kappan, 1979, 60, 752-753.

While much is said about the role of parents, little effort has been made to study the subject. The Carol article (1977) is a succinct statement of the situation as it appeared at the time. Holden (1976) relates her failure to lead an inquiry into the academic problems of black children in the Madison, Wisconsin schools. Serow and Solomon (1979) find again what has been found before: those white parents who are directly involved in desegregated schools are least opposed to desegregation.

Planning for Desegregation

Entin, D. Standard planning techniques for desegregation. Integrated Education, 1973, 11(2), 43-53.

Foster, G. Desegregating urban schools: A review of techniques. Harvard Educational Review, 1973, 43(1), 5-36.

Hughes, L. W., Gordon, W. M., & Hillman, L. W. Desegregating America's schools. New York: Longman Press, 1980.

Schnee, R. G. Improving desegregation plans. Phi Delta Kappan, 1981, 62, 429-433.

Sullivan, N. V. Desegregation techniques (Appendix D 2.5, Vol. II). In U.S. Commission on Civil Rights, Racial isolation in the public schools. Washington, D.C.: U.S. Government Printing Office, 1967.

Hughes, Gordon, and Hillman (1980) is the only textbook on the subject of planning for desegregation, although all the other references in this section are highly useful. Foster, the country's leading desegregation planner, goes far beyond simple techniques and insists on considering educational criteria (1973). Entin and Sullivan (1973) concentrate on techniques as such. Schnee (1981) calls for revision of traditional planning procedures, some of which are policy questions as well.

The Press and Desegregation

Anderson, P. How media handled school busing story. Boston Globe, September 22, 1974. (Boston)

Brown, J. Busing and video process: School desegregation and Boston media. Televisions, 1977, 5(1).

Mathews, J. Busing coverage: Total commitment. Quill, 1976, No. 64, p. 34.

Monroe-Scott, B. V. How a black newspaper reports educational controversy--a case study (Doctoral dissertation, University of Maryland, 1979). Dissertation Abstracts International, 1980, 40A. (University Microfilms No. 8021876)

Schulman, R. Anatomy of a decision. Quill, 1975, No. 63, 24-27. (Court-initiated guidelines for Louisville press covering the desegregation story)

Stuart, R. Busing and the media in Nashville. New South, 1973, 28(2), 79-87.

Weinberg, M., & Martin, G., (Eds.). Covering the desegregation story. Evanston, Ill.: Center for Equal Education, 1976.

Wiederhold, G. News media in Louisville set guidelines, endorsed by court, on coverage of school issue. Variety, September 10, 1975.

Anderson (1974) and Brown (1977) sketch the main events with major attention given to the role of the Boston Globe which editorially favored desegregation. Whether the media should subscribe to guidelines on how to cover-and-not-cover desegregation implementation in Louisville is raised by Mathews (1976), Schulman (1975), and Wiederhold (1975). Stuart (1973) relates the role of basically antagonistic media in Nashville. The Weinberg and Martin work (1986) contains analytical accounts by experienced reporters and editors from Detroit, Denver, Wilmington, Boston, Milwaukee, and Louisville.

Second-Generation Desegregation Problems

Bullock, C. S., III. Defiance of the law: School discrimination before and after desegregation. Urban Education, 1976, 11, 239-262. (Georgia)

Noblit, G. W. Issues of research in the second generation of school desegregation. Integrateducation, 1979, 17(2), 62-66.

Noblit (1979) lays out a wide variety of problems that inhibit movement toward integration. While his main emphasis is on research to be done, in the process very practical points are made. Bullock, a leading researcher, relates to continuing resistance to desegregation in many areas of Georgia, with the consequent reappearance of segregation problems (1976).

Students and Desegregation

Allen, H. W. A study of black and white students' perceptions toward their participation in the student activity program in selected recently desegregated high schools in Virginia (Doctoral dissertation, University of Virginia, 1973). Dissertation Abstracts International, 1973, 34, 3819A. (University Microfilms No. 73-31113)

Bednarek, D. I. Students offer an insight. Milwaukee Journal, June 26, 1977.

Bennett, C. Interracial acceptance in desegregated schools. Phi Delta Kappan, 1979, 60, 683-684.

Bennett, C. Identifying classroom climates of acceptance in desegregated schools. April 12, 1979. (ERIC Document Reproduction Service No. ED 175 950)

Brezner, J. L. The relationship of administrative practices and procedures to the integration of desegregated secondary schools (Doctoral dissertation, University of Miami, 1974). Dissertation Abstracts International, 1975, 35, 5710A. (University Microfilms No. 75-4148)

Clement, D. C., Eisenhart, M., & Harding, J. R. The veneer of harmony: Social-race relations in a southern desegregated school. In R. C. Rist (Ed.), Desegregated schools: Appraisals of an American experiment. New York: Academic Press, 1979.

Office on School Monitoring and Community Relations. Student concerns at the secondary levels. Cleveland, Oh.: Office on School Monitoring and Community Relations, 1980.

Schofield, J. W., & McGivern, E. P. Creating interracial bonds in a desegregated school. In R. G. Blumberg & W. J. Roye (Eds.), Interracial bonds. Bayside, N.Y.: General Hall, Incorporated, 1979.

The vital role of student activities in the desegregated school is highlighted by Allen (1973) and Brezner (1975). Bednarek (1977) describes student responses to questions as to how they viewed the desegregation process in Milwaukee. Bennett, writing from insights gained by study of desegregated schools in Indianapolis, pays special attention to the creation of an accepting school climate (1979). Clement, et al. (1979), while searching for evidence of such climates, found pseudo-acceptance to prevail. She raises a question of ultimate responsibility for such patterns. Schofield,

a theorist, gets down to more practical cases in her article (1979). The Cleveland document, issued by the court-appointed monitoring commission, contains numerous examples of concrete involvement of students in the task of desegregation (1980).

Teachers and Desegregation

Baxter, K. What we've been through is the introduction. Integrateducation, 1974, 12(5), 28-31.

Bosma, B. The role of teachers in school desegregation. Integrateducation, 1977, 15(5), 106-111.

Bosma, B. Planning for and implementing effective school desegregation: The role of teacher associations. Washington, D.C.: National Institute of Education, November 1980.

Braxton, M. V., & Bullock, C. S., III. Teacher partiality in desegregation. Integrateducation, 1972, 58(3), 42-46.

Busby, D. And what do you do when they call you nigger? Integrateducation, 1977, 15(1), 24.

Buxton, T. H. Black and white teachers and desegregation. Integrateducation, 1974, 12(1), 19-22.

Culbertson, M. May I speak? Diary of a crossover teacher. Gretna, La.: Pelican Publishing Company, 1972.

Fridie, S. Black teachers inside predominantly white schools: An identification of their problems. High School Journal, 1975, 58, 323-325.

Knight, A. Teacher attitude on blacks sparked Virginia dispute. Washington Post, May 9, 1978. (Fairfax County High School)

Kirtek, W. J. Teacher's concerns in a desegregated school in Milwaukee. Integrateducation, 1979, 17(1), 19-24. (Willa Cather Elementary School)

Love, B. J. Desegregation in your school: Behavior patterns that get in the way. Phi Delta Kappan, 1977, 59, 168-170.

Lynch, D. One teacher's struggle with class and race. Southern Voices, 1974, 1(4), 49-54. (Memphis)

Michaelson, J. Teachers--their season of discontent. Los Angeles Times, October 14, 1980. (Los Angeles)

Noar, G. The teacher and desegregation (Revised edition). Washington, D.C.: National Education Association, 1974.

Slater, J. Inside an integrated classroom. Parents' Magazine, June 1968.

Winecoff, H. L., & Kelly, E. W., Jr. Teachers, free of prejudice? Amherst, Mass.: University of Massachusetts, Horace Mann Bond Center for Equal Education, 1969.

Noar's general introduction. although somewhat outdated, is still useful (1974). Bosma (1977, 1980) approaches the subject by way of specifying how teachers may contribute vitally to successful desegregation, stressing the role of organized teachers.

Accounts that reflect the experience of single teachers are especially instructive insofar as they illustrate specific obstacles and concrete solutions. Unmatched is Culbertson's book (1972), a day-by-day account of how a white teacher in a small southern town learned to become an effective teacher of black children. Lynch (1974) describes a reverse case, of the first black teacher in a mainly white school in Memphis. Fridie (1975) generalizes on a number of such cases. Slater's is an early example of a single teacher at work (1968). Works that are helpful while describing the work of a number of teachers include Fridie, mentioned above, Buxton (1974), Kritek (1979), and Love (1977).

The issue of teacher prejudice is treated by a number of writers. Baxter (1974) relates how a seminar in racism led to further self-understanding. Braxton and Bullock (1972) study the issue in some detail. Busby (1977) counsels fellow black teachers on how to handle racial epithets aimed at them. Knight (1978) reports on a community dispute that emerged after publication of information that white teachers in the schools had lower expectations for academic achievement for black students. Michaelson (1980) relates the state(s) of mind of Los Angeles teachers after early stages of desegregation. A test by Winecoff and Kelly (1969) permits one to gain a general view of teacher prejudice.

Unequal Burdens of Desegregation

Entin, D. H. The black burden in Jacksonville desegregation. Integrated Education, 1972, 8 (3), 3-19.

Gonzalez, R. One-way busing. Riverside Press, June 25, 1979. (Riverside, California)

The articles illustrate some of the negative effects--especially on minority communities--of requiring some groups to shoulder a disproportionately large part of the busing and of other burdens of a desegregated program. Entin (1972) makes this clear in a metropolitan plan while Gonzalez (1979) deals with a voluntary, city-only plan.

University-Business-Community Pairings

Muñoz-Bennett, L. V. University pairings research book. Boston: Bureau of Equal Educational Opportunity, State Board of Education, January 1979.

Stancill, N. Business firms, HISD form partnership. Houston Chronicle, February 22, 1981.

(See references on Boston in section describing sources on cities that have been desegregated for a comparatively long time.)

The Muñoa-Bennett work (1979) is a factual description of projects in Boston with much program information. No evaluation is made of any project. Stancill (1981) deals with a few of the 18 schools that house programs with 24 different businesses.

Voluntary Desegregation

Bishop, M. Can voluntary desegregation work? After 14 years, a town says "maybe." Philadelphia Inquirer, May 20, 1979.

Boyarsky, B. Voluntary busing: Some valuable lessons. Los Angeles Times, March 30, 1977.

Teele, J. E. Family experience in Operation Exodus: The busing of Negro children. New York: Behavioral Publications, Incorporated, 1968.

Bishop (1979) examines the operation of a voluntary desegregation plan in Riverside, California. Boyarsky (1977) studies Los Angeles and Teele (1968), Boston.

White Flight and Desegregation

Cunningham, G. K., & Husk, W. L. A metropolitan desegregation plan--where the white students went. April 1979. (ERIC Document Reproduction Service No. ED 169 205) (Louisville, Kentucky)

Stimbo, B. "White flight" no cheap alternative. Los Angeles Times, June 18, 1978. (Los Angeles)

Wilson, D. That predicted "white flight" never really hit. Louisville Times, July 13, 1978. (Jefferson County, Kentucky)

Wisenbaker, J. M. Desegregation and white flight: A case study. Educational Research Quarterly, 1976, 1, 17-26. (Lansing, Michigan)

Reference should be made to the entries under "Reviews of Research on Desegregation and White Flight" below. The following items deal with single school systems and are empirical in nature. Wisenbaker (1976), on the other hand, is concerned with the applicability of Lansing to generalizations about white flight.

Whites as Minorities

Atterberry, A. White flight bugs student who stayed. Dallas News, February 6, 1977. (Preston Hollow Elementary School)

Cohen, M. We refuse to run from black schools. Washington Post, March 2, 1980. (Elementary school near Calhoun Street, Charleston, South Carolina)

Corner, P. The white minority in our schools. Detroit News, November 28, 1976. (Cass Technical High School, Detroit)

Gregory, S. Hey, white girl! New York: Norton, 1970. (John Marshall High School, Chicago)

Libarkin, B. At David's school, black may well be beige. Los Angeles Times, March 20, 1977.

Libarkin, B. Interracial living and the racial attitudes of white children in grades 3 to 6: The white child as a minority in a black school system. Master's thesis, Catholic University of America, 1976. (ERIC Document Reproduction Service No. ED 126 214)

Libarkin, B. Racial attitudes of whites in public and private schools. Integrateducation, 1977, 15(5), 126-130.

Parsons, L. Integration--her way of life. Chicago Sun Times, March 28, 1981.

Pullins, M. A. P. Characteristics of suburban families who elect to send their children to predominantly black urban inner-city schools (Doctoral dissertation, University of Minnesota, 1978). Dissertation Abstracts International, 1979, 39, 7097A. (University Mircofilms No. 7912144)

Roney, R. K. A different kind of Woodstock. Integrated Education, 1973, 11(2), 3-7. (Recruitment of white students to a predominantly black school in Tennessee)

Schafft, G. E. The unexpected minority: White children in an urban school and neighborhood (Doctoral dissertation, Catholic University of America, 1976). Dissertation Abstracts International, 1976, 37, 1659A. (University Mircofilms No. 76-20232) (a)

Schafft, G. E. White children in a majority black school: Together yet separate. Integrateducation, 1976, 14(4), 3-7. (b)

Upchurch, J. Being minority shared feeling in Bibb schools. Macon Telegraph and News, February 1, 1981. (Georgia)

Whites in desegregated schools. Evanston, Ill.: Center for Equal Education, 1976.

Williams (Ed.). Indianola: Why whites came back to schools. Greenville Delta-Democrat Times, September 6, 1970.

Severely understudied, this subject is increasingly salient in larger cities, as well as elsewhere. The nearest thing to a general work is Whites in desegregated schools (1976) which contains several items of consequence. All the other references deal with whites as minorities in specific schools. Libarkin (1976, 1977) and Schafft (1976a, 1976b) are the most detailed explorations with Pullins (1978) analyzing an intriguing aspect of voluntary metropolitan exchange of students. Gregory (1970) is unique in that it is the only first-hand account by a white student in an otherwise all-black high school. Parsons (1981) is a white-minority student of Kenwood High School in Chicago. All the other items are valuable reportorial accounts.

"How To" Sources on School Desegregation

This section contains annotated listings of sources that provide practical information for school personnel to conduct various activities to desegregate elementary and secondary schools. These listings are not comprehensive; a great number of practitioners' guides are available from a variety of organizations and agencies and are published frequently in journals and monographs. Sources listed below are representative of a greater body of this type of literature.

The sources presented in this section are divided into 7 general categories:

1. General and comprehensive guides to school desegregation
2. Development and implementation of instructional strategies and multiethnic/multicultural curricula
3. Improving human and interpersonal relations
4. Improving student discipline and school management practices
5. Inservice training for teachers, administrators, and staff
6. Community resources and organizations
7. Making your own bibliography on sources for school desegregation.

Placement of sources in these categories is determined by primary emphasis of content. It should be noted that these categories are not mutually exclusive; many sources provide valuable information about several types of activities. For example, sources on improving human and interpersonal relations may prove helpful to design activities to improve student discipline and school management. Also, each source identifies additional references that may be useful to the practitioner.

General and Comprehensive Guides to School Desegregation

A number of general and comprehensive guides to school desegregation are available. Each of those listed below suggest specific strategies and activities that may be implemented to accomplish a variety of desegregation-related goals such as teacher, student, and staff preparation, student assignment plans, and improving school climates.

American Civil Liberties Union. School desegregation organizer's manual. New York: American Civil Liberties Union, 1978.

Banks, W. H., Jr. What to do until the court order comes. Phi Delta Kappan, 1977, 58(7), 557-561.

Cassell, J. A fieldwork manual for studying desegregated schools. Washington, D.C.: National Institute of Education, September 1978.

Forehand, G. A., & Ragosta, M. A handbook for integrated schooling. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, July 1976.

Genova, W. J., & Walberg, H. J. A practitioner's guide for achieving student integration in city high schools. Washington, D.C.: National Institute of Education, November 1980.

Hughes, L. W., Gordon, W. M., & Hillman, L. W. Desegregating America's schools. New York: Longman, 1980.

National Education Association. School desegregation: Guidelines for local and state education associations. Washington, D.C.: National Education Association, May 1980.

Thomas, G. B., et al. The characteristics of part-time educational programs that best achieve integration outcomes and school impact. Newton, Mass.: TDR Associates, Incorporated, 1977.

Uhl, N. P. A procedure for identifying problems and solutions in desegregated schools. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974.

These sources may be divided according to those that address preimplementation activities and those that outline strategies to be taken after desegregation plans have been implemented. For example, Banks (1977) discusses activities to prepare teachers, administrators, and students affectively for

desegregation. Hughes, Gordon, and Hillman (1980) outline a number of preimplementation strategies from student assignment plans to staff and student preparation. They also provide guidance for a number of postimplementation activities. The American Civil Liberties Union (1978) suggests a number of strategies for organization of desegregation plans and activities.

Forehand and Ragosta (1976) and Genova and Walberg (1980) deal almost exclusively with strategies and activities that may be carried out after desegregation. Forehand and Ragosta outline procedures for formulating and implementing curricula, teaching strategies, human relations programs, and other activities in both elementary schools. Genova and Walberg discuss strategies for measuring and improving student integration in high schools. Activities contained in this source center around improving school climate.

Uhl (1974) provides a procedure for identifying problems and solutions in desegregated schools. Cassell (1978) presents a comprehensive fieldwork manual for both practitioners and researchers for studying different aspects of desegregated schools, from studying students and teachers to administration and budgets.

Development and Implementation of Instructional Strategies and Multiethnic/ Multicultural Curricula

Most literature on instructional strategies and multiethnic and multicultural curricula focus on rationales for particular teaching methodologies or for specific approaches to make curricula more relevant to minority students. While these discussions are important to understand the theoretical bases of methodology and curricula, a significantly smaller portion of the literature provides practical guidelines for designing and implementing new instructional practices and curricula. Several sources that outline these guides are listed below.

Banks, J. A. Teaching strategies for ethnic studies. Boston: Allyn and Bacon, Incorporated, 1975.

Banks, J. A., & Joyce, W. W. Teaching social studies to culturally different children. Reading, Pa.: Addison-Wesley Publishing Company, 1971.

Bernier, N. (Ed.). Multicultural education: Its effective management. American Association of Colleges for Teacher Education Yearbook, 1974.

Cobbs, P. M., & Winokur, D. K. Education for ethnic and racial diversity. Los Angeles: University of Southern California, Western Teacher Corps Recruitment and Technical Resource Center, 1977.

Curriculum guidelines for multiethnic education. Social Education, 1976, 40, 387-434.

Institute for Teacher Leadership. The prevention of resegregation: Strategies for teachers. Fullerton, Calif.: Institute for Teacher Leadership, 1979. (ERIC Document Reproduction Service No. ED 174 723)

Levine, D. U., & Brink, R. (Eds.). Perspectives and suggestions for teaching in desegregated schools. Kansas City, Mo.: University of Missouri, Center for the Study of Metropolitan Problems in Education, January 1969.

Multicultural curriculum: Issues, designs, strategies. Educational Leadership, 1975, 33, 163-179.

Evaluation guidelines for multicultural/multiracial education, designed primarily for secondary schools. Arlington, Va.: National Study of School Evaluation, 1973. (ERIC Document Reproduction Service No. ED 081 791)

Slavin, R. E. How student learning teams can integrate the desegregated classroom. Integrated Education, 1977, 15(6), 56-58.

Most of these sources discuss the content and ways to teach multiethnic and multicultural curricula. For example, Banks (1975) presents a comprehensive assessment of both curricular content and teaching strategies. In addition, Levine and Brink (1969) outline a variety of instructional strategies and approaches to curricula for teaching in desegregated schools. The Institute for Teacher Leadership (1979) reports strategies for teachers designed to prevent resegregation within schools. These strategies are designed to make instruction more effective to improve student achievement, and to make curricula more relevant for minority students.

Improving Human and Interpersonal Relations

Much of the literature that provides information about improving human and interpersonal relations in desegregated schools consists of descriptions of programs and activities that have been implemented in various schools and school districts around the country. Citations of two sources that describe such programs are included below as samples of this type of literature (National Education Association, 1977a, 1977b). The other sources presented below include more comprehensive guidelines for developing and conducting programs and activities to improve relations among students, faculty, administrators, and staff.

Crain, R. L. Racial tension in high schools: Pushing the survey method closer to reality. Anthropology and Education Quarterly, May 1977, pp. 142-151.

Genova, W. J. School climate handbook, 1976-77. Boston: Department of Education, Bureau of Research and Assessment, 1977.

Institute for Teacher Leadership. The prevention of resegregation: Strategies for teachers. Fullerton, Calif.: Institute for Teacher Leadership, 1979. (ERIC Document Reproduction Service No. ED 174 723)

National Education Association. Confrontation (A Human Relations Training Unit and simulation game for teachers and administrators in a multi-ethnic elementary and high school). Washington, D.C.: National Institute of Education, October 1977. (a)

National Education Association. Solving multi-ethnic problems (Valleybrook School: A simulation game for elementary teachers). Washington, D.C.: National Institute of Education, October 1977. (b)

Northrop, J. Affective education to facilitate integration (Research Monographs, Vol. 1, No. 2). Gainesville, Fla.: P. K. Yonge Laboratory School, (n.d.).

Crain (1977) provides guidelines to relieve racial tension in high schools that are based on analysis of data collected in 200 southern schools. His recommendations include integration of the student elite, working for an

effective biracial student committee in schools, strengthening school interest in athletics and other extracurricular activities, and keeping the school facilities attractive. Genova (1977), the Institute for Teacher Leadership (1979), and Northrop (n.d.) provide additional information about how to conduct different types of in-school and extracurricular programs and activities to improve human and interpersonal relations.

Improving Student Discipline and School Management Practices

Improving student discipline and school and classroom management practices are of great concern to educators in desegregating and desegregated schools. The literature generally relates these two concerns--one of the best ways to improve student discipline is to improve school and classroom management. The literature also suggests that efforts to improve human and interpersonal relations have a positive impact on lowering the frequency of disruption and misbehavior. For this reason, sources that provide guidelines for human and interpersonal relations activities may relate valuable information about strategies for dealing with student discipline problems.

Chesler, M. A., Crowfoot, J. E., & Bryant, B. I. Desegregation and school conflict: An action handbook for educators. Washington, D.C.: National Institute of Education, (n.d.).

Howard, E. R., & Jenkins, J. J. Improving discipline in the secondary schools: A catalogue of alternatives to repression. 1974. (ERIC Document Reproduction Service No. ED 087 090)

Mizell, M. H. Improving school disciplinary practices: Community strategies. Education and Urban Society, 1979, 11(4), 547-556.

Moody, C. D. (Ed.). Student rights and discipline: Policies, programs, and procedures. Ann Arbor, Mich.: The University of Michigan, School of Education, 1978. (ERIC Document Reproduction Service No. ED 160 926)

U.S. Department of Justice. School security: Guidelines for maintaining safety in school desegregation. Washington, D.C.: U.S. Government Printing Office, 1979.

Each of these sources suggests strategies to approach improving student discipline and management practices that take into account ways to improve learning environments, school climates, and to avoid resegregation within schools. Chesler, Crowfoot, and Bryant (n.d.) discuss measures to identify behavior and management problems and goals, selecting strategies, and mobilizing resources for change. Specific suggestions include activities to

prepare and train professional staff (teachers, counselors, and support personnel), involve parents and communities in school affairs, and guidelines for the management of crisis and conflict. Howard and Jenkins (1974) outline strategies to improve student behavior in secondary schools that avoid repression and resegregation of minority students within schools.

Moody (1978) approaches discipline and management practices from a humanistic perspective whereas the U.S. Department of Justice (1979) emphasizes school security as the key to peaceful school climates conducive to learning. Finally, Mizell (1979) discusses means by which schools might involve members of communities to improve disciplinary practices.

Inservice Training for Teachers, Administrators, and Staff

Sources on inservice training are generally divided into two categories: "how to" conduct training, and "what to" teach during training. In one sense, the process of inservice training is unrelated to what content programs are intended to disseminate. It is possible, for example, that training in human and interpersonal relations and in instructional strategies be carried out according to one general framework--needs assessment, planning, training, evaluation. In a more specific sense, actual training strategies may directly relate to program content. There are certain training activities that relate more to programs on curricula than to programs on classroom management and discipline. The sources below identify approaches to both procedure and content of inservice training in desegregated schools. It should also be noted that several sources under each of the preceding headings have implications about what might be taught in inservice training programs.

Braun, M. Toward teacher training for "desegregated" schools: Organization, content, and sociocultural context. Education and Urban Society, 1977, 9, 353-368.

Chesler, M., Guskin, A., Sanchez, D., Shaevitz, M., & Smith, W. Desegregation/integration: Planning for school change: A training program for intergroup educators. Washington, D.C.: National Education Association, 1974.

Davidson, D. G. Better in-service programs for school administrators. The Clearinghouse, April 1973, pp. 498-501.

Kachaturoff, G., & Romatowski, J. A. Model for developing an inservice teacher workshop to help multilingual and multicultural students. 1975. (ERIC Document Reproduction Service No. ED 120 183)

National Council of States in Inservice Education. Sources and resources: An annotated bibliography on inservice education (Revised edition). Syracuse, N.Y.: Syracuse University, School of Education, (n.d.).

Redman, G. L. A model for human relations inservice training. Journal of Teacher Education, 1977, 28(3), 34-38.

Rodrigues, R. J. Preparing English teachers for cultural pluralism. English Education, 1975, 6(3), 131-138.

Braun (1977) discusses approaches to training teachers that incorporates understanding of changing sociocultural contexts of desegregated schools. Davidson (1973) provides a useful outline of "do's and don'ts" for training administrators. The remainder of the sources listed above suggest models of both process and content for different types of inservice training. Finally, the annotated bibliography (National Council of States in Inservice Education, n.d.) lists a variety of informative sources about both training procedures and program content.

Community Resources and Organizations

The relationship between schools and communities plays an important part in desegregation. Community support is often viewed as a critical component for the success of any school desegregation plan. This support is manifest not only in proclamation but in sharing resources, both human and material, and in technical assistance from community organizations. The sources listed below contain strategies for both schools and community organizations about how to increase and improve school-community relations.

Beckum, L. C., Taylor, A. L., Chow, S. H. L., Banks, H. A., and Uribe, O. J., Jr. Technical assistance: A guide for planning, delivering, and evaluating services to school districts. San Francisco: Far West Laboratory for Educational Research and Development, June 1977.

Community Resources, Incorporated. Tips for teachers on using community resources volunteers. Denver, Colo.: Denver Public Schools, Race Desegregation Assistance Center, (n.d.).

Community Resources, Incorporated. Tips for volunteers. Denver, Col.: Denver Public Schools, Race Desegregation Assistance Center, (n.d.).

Federation for Community Planning. Good things can happen: Your community organization and school desegregation. Cleveland, Ohio: Federation for Community Planning, 1978.

National Center for Quality Integrated Education. The role of the community in the school desegregation/integration process: A collection of working papers. New York: National Conference of Christians and Jews, July 1977.

National Conference of Christians and Jews. Desegregation without turmoil: The role of the multi-racial community coalition in preparing for smooth transition. Washington, D.C.: U.S. Government Printing Office, 1977.

Stout, R. T. Facilitating desegregation: A handbook for community organizations. Tempe: Arizona State University, College of Education, December, 1978.

Tompkins, R. B. Preparing communities for school desegregation. Theory Into Practice, 1978, 17(2), 107-114.

Tompkins (1978) discusses ways to prepare communities for school desegregation. Community Resources, Incorporated (n.d.) provide guides for both teachers to use community resources volunteers and volunteers themselves who participate in school activities. The remainder of the sources listed in this section outline strategies and activities for different types of community organizations to facilitate school desegregation. These activities range from technical assistance to more general activities to improve school-community relations.

Making Your Own Bibliography on Sources for School Desegregation

In order to identify additional sources of information for school desegregation, educators may find creating their own bibliographies useful. Bibliography is not a mystery. It requires constant attention to at least a few very productive reference sources listed below.

Current Index to Journals in Education.

Published monthly by Oryx Press, 2214 North Central at Encanto, Phoenix, Arizona 85004.

This valuable publication prints abstracts of articles from many educational journals. The index makes it easy to track down articles on desegregation or numerous related topics. Part of the ERIC system.

Dissertation Abstracts International.

Published monthly by University Microfilms International, P.O. Box 1307, Ann Arbor, Michigan 48106.

Publishes abstracts for nearly all dissertations completed at American universities. An annual as well as a monthly index facilitates tracking down references.

Index to Periodical Articles Related to Law.

Published by Glanmville Publications, Inc., Dobbs Ferry, New York 10522.

The fullest compilation of references, arranged by author, title, and subject; no abstracts are published. It takes a bit of searching around to find all the relevant titles on a subject like desegregation but the search is worthwhile.

Monthly Catalog of U.S. Government Publications.

Published monthly by the U.S. Government Printing Office, Washington, D.C. 20402.

Indexed down to the last "t" so the reader can check readily. Does not carry many references but is invaluable for its subject. Helps locate congressional and executive documents.

Race and Schools and Related Topics: Bibliography.

Published bi-monthly in each issue of Integrateducation by the Horace Mann Bond Center for Equal Education, School of Education, University of Massachusetts, Amherst, MA 01003.

A current compilation.

Resources in Education.

Published monthly by the U.S. Government Printing Office, Washington, D.C. 20402.

This publication lists non-periodical references, other than books and dissertations, a number unpublished, such as papers read at conferences. Exhaustively indexed. Unfortunately, reports relatively few of the materials issued by school districts that relate to desegregation. Worth examining. Part of the ERIC system.

Weinberg, M. (comp.). The education of poor and minority children: A world bibliography (2 Volumes). Westport, Conn.: Greenwood Press, 1981.

The most comprehensive compilation on the subject, available from the Horace Mann Bond Center for Equal Education. See "Race and Schools and Related Topics," above.

Information on Cities that have been Desegregated for a Comparatively Long Time

Valuable information for desegregation may be gained from accounts written about cities that have desegregated their public schools. In this section, sources about 15 cities are presented. These articles outline both problems and achievements at these sites. Many of the sources listed are from newspapers, although quite a few may be found in journals, magazines and books. Several of the sources were written during and immediately after the implementation of desegregation plans; others are case studies written during the postimplementation period. These case studies describe school desegregation plans and, in some cases, evaluate their outcomes.

Berkeley, California

The elementary schools of Berkeley were desegregated in 1968 by voluntary act of the school board. Junior high schools were desegregated four years earlier; there is only one high school. The burden of busing is fairly equally distributed among various racial groups. Virtually no white flight has occurred.

Sullivan, the superintendent who implemented the plan in 1968, describes the course of events leading to the school board decision (1970). Wilson, who was superintendent from 1974 to the end of 1980, and is now superintendent of the Rochester, New York schools, analyzes the upward trend of black and white student achievement scores (1981). Craib (1978) and Hager (1976) examine some continuing problems. Guthrie (1976) speaks of administrative controls replacing community participation. Benet (1970), Kleeman (1970), and the congressional document (1971) deal with the first two years or so of the plan, while the plan itself is described by Melville (1971). Favors (1970) and Lawton (1972) look into certain internal aspects of desegregation.

Benet, J. Busing in Berkeley proves to be neither calamity nor cure-all. City. June-July 1970.

Craib, R. Berkeley's segregation dilemma. San Francisco Chronicle, May 29, 1978.

Favors, K. Before the bus ride. Oakland, Calif.: Jonka Enterprises, 1970.

Guthrie, J. W. School board member assesses what went wrong. Christian Science Monitor, January 19, 1976.

Hager, P. Berkeley and busing--still short of aims. Los Angeles Times, May 20, 1976.

Kleeman, R. P. University aided 2 cities integration. Minneapolis Tribune, October 27, 1970. [Berkeley and Riverside.]

Lawton, S. B. Minority administrators in Berkeley: A program report. Urban Education, 1972, 6, 321-330.

Melville, K. School desegregation plan/Berkeley, California. New York: Center for Urban Education, 1971.

Sullivan, N. V., & Stewart, E. S. Now is the time: Integration in the Berkeley schools. Bloomington, Ind.: Indiana University Press, 1970.

U.S. Congress, 92nd, 1st session, Senate Select Committee on Equal Educational Opportunity. Equal educational opportunity. Hearings. Part 9A--San Francisco and Berkeley, California. Washington, D.C.: U.S. Government Printing Office, 1971.

U.S. Office of Education. Berkeley, California. In Working together: Case studies of Title I, ESEA programs in four desegregated school districts. Washington, D.C.: U.S. Government Printing Office, 1974.

Wilson, L. Desegregation and academic achievement in Berkeley. Integrateducation, 1981, (forthcoming).

Boston, Massachusetts

Boston's schools were desegregated, beginning in 1974, by federal court order. Violence affected only a small percentage of all schools but sensational media reports overshadowed this fact.

Educational consequences of desegregation are examined by the Citywide Coordinating Council (1977), Cohen (1977, 1980) and Dentler (1978b). The planning article by Dentler (1978a) is authoritative since its author served for years as adviser to the federal judge in the case. Arnoff's article (1978) deals with planning on a larger geographical basis. Bell (1978) and Scott (1977) report on the development of university-school pairings, an arrangement provided for in the desegregation order. Rossell (1977) measures the extent of white flight as well as the degree of interracial interaction possible under past and present conditions. Dumanoski (1979) writes about resegregation in West Roxbury.

Alson, A., & Gibbons, H., Jr. The Boston story: Meeting the challenge of desegregation. National Elementary Principal, 1979, 58(3), 62-66.

Arnoff, S. M. Metropolitan planning project, 1975-1977. October 1978. (ERIC Document Reproduction Service No. ED 162 003)

Bell, C. C. Are university-public school collaboratives working? An attitudinal survey of teachers, selected parents and students of a large urban high school in Boston, Massachusetts (Doctoral dissertation, Boston University, 1978). Dissertation Abstracts International, 1978, 39, 2707A. (University Microfilms No. 78-19794)

Citywide Coordinating Council. Quality education: Changing definitions and heightened expectations. Boston: U.S. District Court, March 1977.

Cohen, M. Boston. Integrateducation, 1977, 15(6), 9-10.

Cohen, M. A school's strengths and struggles. Boston Globe, October 12, 1980. [South Boston High School.]

Dentler, R. A. Desegregation planning and implementation in Boston. Theory Into Practice, 1978, 17, 72-77. (a)

Dentler, R. A. Education and the Boston desegregation case. Journal of Education, May 1978, pp. 7-18. (b)

Doherty, P. In racially torn Boston: A bold appeal to reason. Quill, 1977, 65(6), 28-29.

Dumanoski, D. The resegregation of Boston schools. Boston Phoenix, April 3, 1979.

Rossell, C. H. Boston's desegregation and white flight. Integrateducation, 1976, 15(1), 36-39.

Scott, M. B. Pairings between higher education institutions and public schools in the Boston desegregation plan. In D. U. Levine and R. J. Havighurst, (Eds.), The future of big-city schools. Berkeley, Calif.: McCutchan, 1977.

Charlotte, N.C.

Charlotte's schools were desegregated by final court order in 1971. The school board and others opposed the order bitterly. During the past decade, however, a climate of community acceptance has developed. This is shown graphically by Maniloff's analysis (1978), as well as by the Ayres account (1975). Gaillard (1973) points to persisting problems of resegregation.

Ayres, B. D., Jr. Cross-town busing begun in '71: Is working well in Charlotte. New York Times, July 17, 1975.

Gaillard, F. Second generation desegregation blues. Race Relations Reporter, 1973, 4(1), 4-5.

Maniloff, H. Community attitudes in Charlotte. Integrateducation, 1978, 16(5), 9-16.

U.S. Commission on Civil Rights. Charlotte-Mecklenburg, North Carolina. In School desegregation in ten communities. Washington, D.C.: U.S. Government Printing Office, June 1973.

Denver, Colorado

In 1973, the U.S. Supreme Court decided Keyes, the Denver desegregation case.

Mitchell (1978), for several years head of the court-appointed monitoring group, gives an overall view, as does Branscombe (1977), education editor of the Denver Post. Belcher (1975) and Trombley (1977) examine current developments. The Civil Rights Commission document (1978), a hefty volume, contains much helpful information. Cardenas (1974), a leading consultant on bilingual education, put forward a plan which was later struck down by an appeals court. The "Twelve Years Later" article (1976) stresses the continuation of a degree of segregation of Hispanic students.

Belcher, J. School busing: How far has it come? Los Angeles Times, December 15, 1975.

Branscombe, A. Denver. Integrateducation, 1977, 15(6), 11-13.

Cardenas, J. An education plan for the Denver Public Schools. January 21, 1974. (ERIC Document Reproduction Service No. ED 096 046)

Mitchell, M. The desegregation of Denver's public schools. Center Magazine, 1978, 11(6), 67-76.

Trombley, W. Integration in Denver: Can L.A. profit? Los Angeles Times, November 27, 1977.

Twelve years later: Most black and Chicano children still attending segregated schools. Un Nuevo Dia, 1976, 2.

U.S. Commission on Civil Rights, Hearing held in Denver, Colorado: February 17-19, 1976. Washington, D.C.: U.S. Commission on Civil Rights, 1978.

Yee, L. Patterns of residential segregation--a case study. Great Plains-Rocky Mountain Geographical Journal, 1975, 4, 87-93.

Evanston, Illinois

In 1967, the school board of Evanston voluntarily desegregated its elementary and junior high schools, primarily by busing black children to white schools. Roughly equal numbers of black and white children, however, are currently bused.

Hsia's study (1971) is an early rather severe statistical review. Shaw's story (1975) is a good overall evaluation after eight years. Pesmen's piece travels the same territory. Grossman (1973) is concerned basically with the community as a whole and places schools in context. Thomason (1975) sketches some aspects of residential mobility that complicates school desegregation in Evanston.

Grossman, R. Evanston: The price of progress. Chicagoan, 1973, 1(12), 66-70.

Hsia, J. Integration in Evanston 1967-1971: A longitudinal evaluation. Evanston, Ill.: Educational Testing Service, Midwestern Office, August 1971.

Pesmen, S. Room 102 gets on the bus. Chicago Daily News. January 18, 1978.

Shaw, A. 8 years later, Evanston busing still a success. Chicago Sun Times, October 12, 1975.

Thomason, J. Residential mobility in an inner-ring suburb: The case of Evanston, Illinois. Evanston, Ill.: Northwestern University, Center for Urban Affairs, 1975.

Harrisburg, Pennsylvania

Partly under pressure from the state Human Relations Commission, the Board of Education desegregated in 1970. In the Center for Urban Education publication (1971) can be found the outlines of the desegregation plan. Beers and Reardon (1974) measure some early results while Wicker (1976) reports rising achievement test scores. Bernic (1977) reports a mixed situation.

Beers, J. S., & Reardon, F. J. Racial balancing in Harrisburg. Integrateducation, 1974, 12(5), 35-38.

Bernic, T. P. Desegregation . . . . A mixed bag in Harrisburg. Pittsburgh Post-Gazette, May 16, 1977.

Center for Urban Education. Reorganizing the Harrisburg Publis Schools: A plan for quality desegregated education. In U.S. Congress, 92nd, 1st session. Senate, Select Committee on Equal Educational Opportunity, Equal Educational Opportunity--1971: Part 14--state role in school desegregation: Pennsylvania. Washington, D.C.: U.S. Government Printing Office, 1971.

Wicker, T. The myth of busing: Some contradictory evidence. New York Times, September 19, 1976.

Little Rock, Arkansas

Little Rock was desegregated in 1957 by federal court order, backed by the U.S. Army. The 20th anniversary of these events attracted many journalists and other writers who wanted to discover whether genuine progress had occurred. To a surprising degree, the reports stressed many constructive achievements. A special value of the anniversary reports is their concern for the overall picture; many aspects are viewed rather than just achievement scores or teacher views and like.

Egerton, J. Little Rock ten years later. Saturday Review, December 16, 1967.

Fair, P. Little Rock: Then and now. Theory Into Practice, 1978, 17(2), 39-42.

Masterson, M. There have been changes. Southern Exposure, 1979, 7(3), 46-47.

Pruden, W., Jr. Little Rock 20 years afterward. Detroit News Magazine, December 18, 1977.

Prugh, J. Little Rock school now integration model. New York Times, September 8, 1976.

Robbins, J., & Teeter, T. A. The phoenix of Little Rock: Central high 20 years after forced [de]segregation. Phi Delta Kappan, 1977, 59(10), 112-115.

Stevenson, S. Reflections on Little Rock. Theory Into Practice, 1978, 17(4), 179-182.

Stewart, L. Once-segregationist system now unitary, successful. Shreveport Times, September 4, 1978.

Stuart, R. All is (relatively) well at Little Rock's Central High. South Today, 1973, 4(1).

U.S. Commission on Civil Rights. School desegregation in Little Rock, Arkansas. Washington, D.C.: U.S. Commission on Civil Rights, June 1977.

Louisville, Kentucky

Because violence attended the desegregation of Louisville's schools in 1975, early articles dwelt on that feature of the situation. Barnes (1976), Delaney (1976), and Ward (1976), examine in some detail the overall course of events after the initial difficulties. Williams (1977), after two years, reports a virtual end of violent, bitter-ending demonstrations against desegregation. Hearings by the U.S. Commission on Civil Rights (1978) reflect the changing mood. Stahl and Nichols (1977) report on the persistent black-white academic achievement gap. Rosenfield (1975) interviewed many teachers to ascertain their views of desegregation. Both Roberts (1978) and Simmons (1976), a year and a half apart, discuss the same school, Central High. Cunningham and Husk (1979) report how desegregated schooling is leading to desegregated housing in Jefferson County.

Barnes, B. The calm instead of the storm. Washington Post, May 30, 1976.

Cunningham, G. K., & Husk, W. L. The impact of court-ordered desegregation on student enrollment and residential patterns in the Jefferson County Kentucky Public School District. Washington, D.C.: National Institute of Education, June 1979.

Delaney, P. Louisville a place where busing seems to work. New York Times, June 6, 1976.

Middletown, E. J., & Robinson, A. Louisville 1975-76: The birth of a desegregation institute. 1979. (ERIC Document Reproduction Service No. ED 169 187)

Roberts, S. V. Mixed results of integration typified in Louisville school. New York Times, March 16, 1978.

Rosenfield, J. They're in the middle, and busing's strain shows on schools' personnel. Louisville Time, December 19, 1975.

Simmons, I. The whitening of Central [high school]. Louisville Times, December 21, 1976.

Memphis, Tennessee

Desegregated by federal court order in 1973, Memphis experienced white flight. Since then, observers have reported more progress than might have been anticipated. Nordheimer (1973) doubts any real change has occurred; Egerton (1973) is hopeful, while the Lamar Society (1975) is actually optimistic. Vancil (1978) presents a picture that is unexpectedly positive, if not startling. Noblit and Collins (1978), experienced researchers, caution against mistaking appearances for progress in individual schools. Harris (1978), reporting on White Station High School, recalls the transition from segregation to desegregation.

Egerton, J. Promise of progress: Memphis school desegregation, 1972-1973. Atlanta, Ga.: Southern Regional Council, June 1973.

Harris, R. Blacks in a white school: A look back. Memphis Press-Scimitar, January 24, 1978.

Noblit, G. W., & Collins, T. W. Stratification and resegregation: The case of Crossover high school, Memphis, Tennessee. Memphis, Tn.: Memphis State University, 1978. (ERIC Document Reproduction Service No. ED 157 954).

Nordheimer, J. Memphis: A city that wants never to change. New York Times, January 26, 1973.

Task Force on Education of the L.Q.C. Lamar Society. Public schools in Memphis: Struggling but with head well above water. Southern Journal, 1975, 4, 3-4.

Vancil, P. Ater five years of Memphis busing, desegregation rolls on. Memphis Press-Scimitar, January 24, 1978.

Milwaukee, Wisconsin

Milwaukee's desegregation began with a federal court order in 1976. Overall accounts of events since then can be found in Barndt (1981), Bednarek (1977), and Bennett (1979). Kritek (1977) is a detailed study of one school. The Milwaukee Journal article (1976) reports on student opinion derived from a system-wide poll and interviews. Browne's story (1979) is one of the few dealing with its subject. Conta (1978), formerly the state senator who sponsored the legislation he describes--Chapter 220--deals with the program for sending city children to suburban schools, as well as a much smaller stream in the other direction. This is the most authoritative article on the subject. Quinn and colleagues (1980) found school desegregation had not resulted in stimulating the development of housing desegregation.

Barndt, M. Milwaukee, Wisconsin: Mobilization for school and community cooperation. In C. V. Willie & S. L. Greenblatt (Eds.), Community politics and educational change. New York: Longman, 1981.

Bednarek, D. I. Milwaukee. Integrateducation, 1977, 15(6), 36-37.

Bennett, D. A. The impact of court ordered desegregation: A defendant's view. Milwaukee: Milwaukee Public Schools, April 26, 1979.

Browne, J. Busing did little to scores. Milwaukee Journal, March 11, 1979.

Conta, D. J. Fiscal incentives and voluntary integration: Wisconsin's effort to integrate public schools. Journal of Education Finance, 1978, 3, 279-296.

Kritek, W. J. Voluntary desegregation in Wisconsin. Integrateducation, 1977, 15(6), 83-87.

Milwaukee Journal. Students view desegregation in Milwaukee. Integrateducation, 1976, 14(5), 43-51.

Quinn, L. M. Relationships between school desegregation and government housing programs: A Milwaukee case study. Washington, D.C.: National Institute of Education, 1980.

Minneapolis, Minnesota

A federal court order in 1972 initiated school desegregation in Minneapolis. The three articles are general treatments. Davis is the former superintendent (1976) while Williams is an associate superintendent (1976). Cohen is an education reporter with the Boston Globe (1977).

Cohen, M. The Minneapolis way to desegregation. Boston Globe, June 26, 1977.

Davis, J. B. Minneapolis achieved peaceful desegregation. Christian Science Monitor, January 19, 1976.

Williams, R. L. School desegregation: A success in Minneapolis. Integrateducation, 1976, 14(4), 18-19.

Prince Edward County, Virginia

In 1959, the county school board closed the schools rather than desegregate them. (The county's schools had been part of the Brown litigation in 1954.) Six years later they were reopened, virtually all-black. By 1979, a number of white children had returned so that the system was 70 percent black and 30 percent white. All three articles were published--within 3 days of each other!--to commemorate the 25th anniversary of Brown and thus afford the reader an excellent overview of events in the system.

Freed, K. The struggle continues where it all began. Los Angeles Times, May 14, 1979.

McKelway, B. Prince Edward: Fury fades. Richmond Times Dispatch, May 13, 1979.

Rowan, C. School desegregation--25 years later. Chicago Sun Times, May 15, 1979.

Racine, Wisconsin

In 1975, the school board of Racine voluntarily adopted a mandatory desegregation plan. Ollie (1977) studied the planning process that preceded the action while Olley, a nun-member of the school board, describes the extensive process of mobilizing the community to support the plan (1977). Delaney (1975), and Frahn and Corty (1976), written a year apart, permit the reader to form a fairly clear picture of progress.

Delaney, P. School integration gains in Racine, Wisc[onsin], program viewed as model for the nation. New York Times, October 22, 1975.

Frahn, R. A., & Corty, J. Unified desegregation? Ho hum. Racine Journal-Times, June 21, 1976.

Olley, M. Lessons from voluntary public school desegregation. In Catholic schools and racial integration: Perspectives. Washington, D.C.: National Catholic Conference for Interracial Justice, 1977.

Ollie, W., Jr. Racine. Integrateducation, 1977, 15(6), 24-27.

San Bernardino, California

A state court in 1977 permitted the city's schools to attempt to desegregate by voluntary means alone. Trombley, an outstanding journalist who writes for the Los Angeles Times, gives ample detail to support his conclusion of considerable progress (1977a, 1977b, 1980).

Trombley, W. San Bernardino. Integrateducation, 1977, 15(6), 103-104. (a)

Trombley, W. San Bernardino experimenting with voluntary school busing. Los Angeles Times, January 31, 1977. (b)

Trombley, W. Magnet schools working in San Bernardino integration. Los Angeles Times, February 11, 1980.

Tampa, Florida

Desegregated by federal court order in 1971, the schools of Hillsborough county are among the most thoroughly desegregated in the country. The first four articles are general reports that document such a conclusion (Belcher, 1975; Franklin, 1976; Heeth, 1980; Sinclair, 1978). The U.S. Commission Hearing (1978) contains extensive materials bearing on every aspect of the Tampa scene.

Belcher, J. School busing: How far has it come? Los Angeles Times, December 15, 1975.

Franklin, S. Tampa schools busing is peaceful. Philadelphia Bulletin, November 14, 1976.

Heeth, B. Tampa schools haven't had white flight. Nashville Banner, January 23, 1980.

Sinclair, W. Desegregation's quiet success. Washington Post, June 17, 1978.

U.S. Commission on Civil Rights. Hearing held in Tampa, Florida, March 29-31, 1976. Washington, D.C.: U.S. Commission on Civil Rights, 1978.

U.S. Office of Education. Hillsborough County, Florida. In Working together: Case studies of Title I, ESEA programs in four desegregated school districts. Washington, D.C.: U.S. Government Printing Office, 1974.

Reviews of Research on School Desegregation

A great amount of useful information may be gained from review of selected research on different aspects of school desegregation. Sources chosen for this section examine the impact of desegregation-related practices on academic achievement, intergroup relations, and white flight. Overall, while this literature does not specifically relate "how to" information, it does provide important theoretical bases for the development and implementation of a variety of student assignment, instructional, and human and intergroup relations strategies.

The reader should refer to two volumes that present comprehensive reviews of research on desegregation:

Levin, B., & Hawley, W. D. (Eds.). The courts, social sciences, and school desegregation. New Brunswick, N.J.: Transaction Books, 1977.

Levin, B., & Hawley, W. D. (Eds.). School desegregation: Lessons of the first twenty-five years. Law and Contemporary Problems, 1978, 42(3 & 4).

Reference should also be made to Volume V of this Project, "A Review of Empirical Research on Desegregation," for additional information about the findings of research on school desegregation.

Reviews of Research on Desegregation and Academic Achievement

The effect of desegregation on academic achievement is the most studied aspect of desegregation research. During the years 1975-1980, the following reviews of research on the subject were published.

Bradley, L., & Bradley, G. The academic achievement of black students in desegregated schools. Review of Educational Research, 1977, 47, 399-449.

Crain, R. L., & Mahard, R. E. Desegregation and black achievement: A review of the research. Law and Contemporary Problems, 1978, 42(3), 17-56.

Crain, R. L., & Mahard, R. E. Effects of desegregation on academic achievement. In W. D. Hawley (Ed.), An assessment of effective desegregation strategies: Preliminary report. Durham, N.C.: Duke University, Center for Educational Policy, 1980.

Krol, R. A meta-analysis of comparative research on the effects of desegregation on academic achievement (Doctoral dissertation, Western Michigan University, 1978). Dissertation Abstracts International, 1978, 39, 6011A. (University Microfilms No. 79-07962)

St. John, N. H. School desegregation: Outcomes for children. New York: Wiley, 1975.

Weinberg, M. Minority students: A research appraisal. Washington, D.C.: U.S. Government Printing Office, 1977.

St. John (1975) and Weinberg (1977) are the most inclusive of the reviewers. St. John is more concerned with research design while Weinberg paints a broad scene including historical aspects. Crain and Mahard's two reviews (1978, 1980) make an advance in the field since they are interested in the bearing of research on specific practical considerations. The Bradleys (1977) cast a skeptical eye on much desegregation research. Krol's work (1978) is a landmark assessment, characterized by comprehensive methodological rigor.

Reviews of Research on Desegregation and Intergroup Relations

Following is a listing of the principal reviews of research, written during the years 1970-1980, on how intergroup relations among students are affected by desegregation.

Amir, Y. The role of intergroup contact in change of prejudice and ethnic relations. In P. Katz (Ed.), Toward the elimination of racism. New York: Pergamon Press, 1976.

Carithers, M. W. School desegregation and racial cleavage, 1954-1970: A review of the literature. Journal of Social Issues, 1970, 26(4), 25-47.

Cohen, E. The effects of desegregation on race relations. Law and Contemporary Problems, 1975, 39(2), 271-299.

St. John, N. H. School desegregation: Outcomes for children. New York: Wiley, 1975.

Schofield, J. W. Desegregation and intergroup relations. In D. Bar-tal, & L. Saxe (Eds.), The social psychology of education. Washington, D.C.: Hemisphere Press, 1978.

Schofield, J. W. Desegregation, school practices and student race relations outcomes. In W. D. Hawley (Ed.), An assessment of effective desegregation strategies: Preliminary report. Durham, N. C.: Duke University, Center for Educational Policy, 1980.

Slavin, R. E., & Madden, N. A. School practices that improve race relations. American Educational Research Journal, 1979, 16, 169-180.

Trent, W., & Schapira, B. An examination of effective strategies for avoidance of resegregation: In-school practices that sustain and facilitate interracial contact. In W. D. Hawley (Ed.), An assessment of effective desegregation strategies: Preliminary report. Durham, N.C.: Duke University, Center for Educational Policy, 1980.

Weinberg, M. Minority students: A research appraisal. Washington, D.C.: U.S. Government Printing Office, 1977.

Carithers' article (1970) concerns the earliest studies, most of which surveyed very limited examples of desegregation. The overall conclusion is skeptical of a positive effect. Both St. John (1975) and Weinberg (1977) review many of the same studies as well as later ones. St John stresses

the possibility of positive effects but cautions against expectations that such effects follow desegregation automatically. Weinberg, on the other hand, tends to search out actual situations in which desegregation was tested for its effects. Amir (1976) and Schofield (1978, 1980) canvass the broader social psychological literature, much of it based on experimental studies. The latter review also covers desegregation studies as such. Cohen (1975), Slavin and Madden (1979), and Trent and Schapira (1980) are concerned with school and classroom organization. Cohen underscores the need to re-structure classrooms along lines that encourage white perception of black students as competent and capable of exerting intellectual leadership. Slavin and Madden stress gains from organizing student learning in cooperative rather than competitive directions. Trent and Schapira point out "second-generation" practices that work against constructive intergroup relations.

Reviews of Research on Desegregation and White Flight

The issue of white flight continues to attract researchers. All the following studies were published during 1979-1980 and exemplify a broad range of perspectives. Armor (1980) and Rossell and Hawley (1980) approach the issue from somewhat disparate viewpoints but their views converge at a number of points. Clotfelter (1979) and Frey (1980) analyze the role of housing in flight, while Cunningham and Husk (1980) probe a number of assumptions of the entire controversy, some of which are accepted by authors of the other studies cited here. Farley's study (1980) is probably the most complete canvass of the outstanding issues.

Armor, D. J. White flight and the future of school desegregation. In W. G. Stephan & J. R. Feagin (Eds.), Desegregation: Past, present and future. New York: Plenum Press, 1980.

Clotfelter, C. T. Urban school desegregation and declines in white enrollment: A reexamination. Journal of Urban Economics, 1979, 6, 352-370.

Cunningham, G. K., & Husk, W. L. White flight: A closer look at the assumptions. Urban Review, 1980, 12, 23-30.

Farley, R. School desegregation and white flight: An investigation of competing models and their discrepant findings. Sociology and Education, 1980, 53, 123-139.

Frey, W. H. Status selective white flight and central city population: A comparative analysis. Journal of Regional Science, 1980, 20(2).

Rossell, C. H., & Hawley, W. D. The causes of white flight from school desegregation and some policy options. Durham, N.C.: Duke University, Center for Educational Policy, 1980.

Government Agencies and Private Organizations Offering Assistance with School Desegregation

This section presents the names, addresses, and telephone numbers of government agencies and private organizations that offer information, resources, and support and technical assistance to desegregating and desegregated school systems. Names of persons to contact are noted for each agency and organization. This listing is divided into 3 categories: federal (and federal regional) agencies, state agencies, and private organizations. Agencies and organizations within each category are listed in alphabetical order.

Federal Agencies

Community Relations Service

HEADQUARTERS
Department of Justice
Community Relations Service
Washington, D.C. 20530
202-724-7352

NEW ENGLAND -- I
Room 1920
100 Summer Street
Boston, MA 02110
617-223-5170

NORTHEAST -- II
Room 3402
26 Federal Plaza
New York, N.Y. 10278
212-264-0700

MID-ATLANTIC -- III
Room 309
2nd & Chestnut Streets
Philadelphia, PA 19106
215-597-2344

SOUTHEAST -- IV
Room 900
75 Piedmont Avenue, N.E.
Atlanta, GA 30303
404-221-6883

MIDWEST -- V
Room 1113
175 W. Jackson Boulevard
Chicago, IL 60604
312-353-4391

SOUTHWEST -- VI
Room 13B-35
1100 Commerce Street
Dallas, TX 75242
214-767-0824

CENTRAL -- VII
Room 2411
911 Walnut Street
Kansas City, MO 64106
816-374-2022

ROCKY MOUNTAIN -- VIII
4th Floor
1531 Stout Street
Denver, CO 80202
303-837-2973

WESTERN -- IX
Room 1050
1275 Market Street
San Francisco, CA 94103
415-556-2485

NORTHWEST -- X
Room 1898
915 Second Avenue
Seattle, WA 98174
206-442-4465

Fair Housing and Equal Opportunity

Office of Fair Housing and Equal Opportunity
Department of Housing and Urban Development
451 Seventh Street, S. W.
Washington, D.C. 20410
202-755-7252

Lau Assistance Centers

AREA A: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Vermont, Virgin Islands
Dr. Charles Carrington, Director
Desegregation Assistance Center for National Origin
Teachers College
Columbia University
Institute for Urban and Minority Education
525 W. 120th Street
New York, N.Y. 10027
212-678-3155

AREA B: Alabama, Delaware, District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, Pennsylvania, South Carolina, Tennessee, Virginia
Dr. Gordon Foster, Director
Desegregation Assistance Center for National Origin
University of Miami
School of Education
P.O. Box 248065
Coral Gables, FL 31124
305-284-3213

AREA C: Indiana, Illinois, Kansas, Louisiana, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin
Dr. Ricardo R. Fernandez
Desegregation Assistance Center for National Origin
School of Education
Enderis Hall 829
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201
414-963-5663

AREA D: Texas, Arkansas, Louisiana
Dr. Gloria Zamora, Director
Desegregation Assistance Center for National Origin
Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228
512-684-8180

AREA E: Montana, North Dakota, South Dakota, Wyoming, Colorado, Utah, Oklahoma
Mrs. Iris Santos-Rivera, Director
Desegregation Assistance Center for National Origin
Coalition of Indian Controlled School Boards
511 16th Street
Denver, CO 80202
303-573-5715

AREA F: New Mexico, Arizona, Nevada
Mr. Ernest Gurule, Director
Desegregation Assistance Center for National Origin
University of New Mexico, College of Education
Multicultural Education Center
Albuquerque, NM 87131
505-277-5706

AREA G: That part of California south of the northern boundaries of San Luis Obispo, Kern, and San Bernardino Counties
Dr. Albert Ochoa, Director
Desegregation Assistance Center for National Origin
LAU Center, Room 228
6363 Alvarado Road
San Diego, CA 92120
714-265-6656

AREA H: Thatpart of California not included in Area G
Ms. Mary McDonald, Director
Desegregation Assistance Center for National Origin
Bay Area Bilingual Education League-LAU Center
255 S.E. 14th Street
Oakland, CA 94606
415-451-0511

AREA I: Washington, Oregon, Idaho, Alaska, Hawaii, Guam, Trust Territories, American Samoa
Dr. Alberto Aragon, Director
Desegregation Assistance Center for National Origin
Northwest Regional Education Laboratory
Center for Bilingual Education
710 S.W. 2nd Avenue
Portland, OR 97204
503-248-6805

Race Desegregation Assistance Centers

HEADQUARTERS
Race Desegregation Assistance Center
Department of Education
Bureau of Equal Educational Opportunity
400 Maryland Avenue SW
Washington, D.C. 20202
202-245-8484

SERVICE AREA 1: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island
James Barnes, Director
Desegregation Assistance Center for Race
New England Equal Educational Center
University of Hartford
121 Sigourney Street
Hartford, CT 06105
203-522-7166

SERVICE AREA 2: New York, New Jersey, Puerto Rico, Virgin Islands
Desegregation Assistance Center for Race
Teachers College, Columbia University
Institute for Urban and Minority Education
525 W. 120th Street
New York, NY 10027
212-678-3386

SERVICE AREA 3: Pennsylvania, Delaware
Ogle Duff, Director
Desegregation Assistance Center for Race
University of Pittsburgh
4029 Bigelow Boulevard
Pittsburgh, PA 15260
412-624-5865

SERVICE AREA 4: Maryland, Virginia, West Virginia, District of Columbia
Howard W. Allen, Director
Desegregation Assistance Center for Race
University of Virginia, School of Education
Ruffner Hall
Emmet Street
Charlottesville, VA 22903
804-924-3527

SERVICE AREA 5: Kentucky, Tennessee, North Carolina, South Carolina
Frederick P. Venditte, Director
Desegregation Assistance Center for Race
University of Tennessee
224 Henson Hall, Educational Planning Center
Knoxville, TN 37016
615-974-6638

SERVICE AREA 6: Mississippi, Alabama, Georgia, Florida
Gordon Foster, Director
Desegregation Assistance Center for Race
University of Miami, School of Education
P.O. Box 248056
Coral Gables, FLA 33124
305-284-3213

SERVICE AREA 7: Minnesota, Wisconsin, Michigan
Charles D. Moody Sr., Director
Desegregation Assistance Center for Race
University of Michigan, School of Education
Ann Arbor, MI 48109
313-763-9910

SERVICE AREA 8: Illinois, Indiana
Frank D. Aquila, Director
Desegregation Assistance Center for Race
Indiana University, School of Education
3951 N. Meridian Street
Indianapolis, IN 46208
317-264-2836

SERVICE AREA 9: Ohio
Robert Evans, Director
KEDS-Desegregation Assistance Center for Race
Kent State University
301 Wright Hall
Kent, OH 44242
216-672-2828

SERVICE AREA 10: Iowa, Nebraska, Kansas, Missouri
Charles Rankin, Director
Desegregation Assistance Center for Race -- Midwest
Kansas State University, Holton Hall
Department of Administration and Foundation
Manhattan, KS 66506
913-532-6408

SERVICE AREA 11: Arkansas, Louisiana, Oklahoma
Joe Garrison, Director
Desegregation Assistance Center for Race
Consultative Center for Equal Educational Opportunity
University of Oklahoma
555 Constitution Avenue
Norman, OK 73069
405-325-1841

SERVICE AREA 12: New Mexico, Texas,
Elena Vergara, Director
Desegregation Assistance Cetner for Race
Intercultural Development Research Association
5835 Callaghan Road, Suite 30
San Antonio, TX 78228
512-684-8180

SERVICE AREA 13: North Dakota, South Dakota, Montana, Colorado, Wyoming, Utah
Richard Thomas, Director
Desegregation Assistance Center for Race
Weber State College 1101
3750 Harrison Boulevard
Ogden, UT 84408
801-626-6650

SERVICE AREA 14: California, Arizona, Nevada, Hawaii, Guam, Trust Territories, American Samoa, Commonwealth of the Northern Mariana Islands
Leonard Beckum, Director
Desegregation Assistance Center for Race
Far West Laboratory for Educational Research and Development
STRIDE--1855 Folsom Street
San Francisco, CA 94103
415-565-3079

SERVICE AREA 15: Oregon, Washington, Idaho, Alaska
Richard Withycombe, Director
Desegregation Assistance Center for Race
Portland State University, School of Education
P.O. Box 751
Portland, OR 97207
503-229-4624

Sex Desegregation Assistance Centers

HEADQUARTERS
Sex Desegregation Assistance Center
Department of Education
Bureau of Equal Educational Opportunity
400 Maryland Avenue SW
Washington, D.C. 20202
202- 245-8484

FEDERAL REGION I: Maine, New Hampshire, Vermont, Connecticut, Rhode Island
Martha O'Reilly Keener, Director
Sex Desegregation Assistance Center
New England Equal Education Center
University of Hartford
121 Sigourney Street
Hartford, CT 06105
203-522-7166

FEDERAL REGION 2: New York, New Jersey, Puerto Rico, Virgin Islands
Effie Bynum, Director
Sex Desegregation Assistance Center
Teachers College, Columbia University
Institute for Urban and Minority Education
525 W. 120th Street
New York, N.Y. 10027
212-678-3350

FEDERAL REGION 3: Pennsylvania, Delaware, Maryland, Virginia, West Virginia, District of Columbia
David Sadker, Director
Sex Desegregation Assistance Center
The American University
Foxhall Square Building, Suite 224
3301 New Mexico Avenue
Washington, D.C. 20016
202-686-2194

FEDERAL REGION 4: North Carolina, South Carolina, Georgia, Florida, Alabama Mississippi, Kentucky, Tennessee
Rita Bornstein, Director
Sex Desegregation Assistance Center
University of Miami, School of Education
P.O. Box 248065
Coral Gables, FLA 33124
305-284-3213

FEDERAL REGION 5: Ohio, Illinois, Indiana, Michigan, Wisconsin, Minnesota
Frank D. Aquila, Director
Sex Desegregation Assistance Center
Indiana University School of Education
3951 N. Meridian Street
Indianapolis, IN 46208
317-264-2921

FEDERAL REGION 6: Texas, Louisiana, Oklahoma, Arkansas, Arizona, New Mexico
Bennat Mullen, Director
Sex Desegregation Assistance Center
Stephen F. Austin State University
Box 3010-A, SFA Station
Nacogdoches, TX 75962
713-569-5307

FEDERAL REGION 7: Iowa, Nebraska, Kansas, Missouri
Charles Rankin, Director
Sex Desegregation Assistance Center — Midwest
Kansas State University, College of Education
Department of Administration and Foundation
Holton Hall
Manhattan, KS 66506
913-532-5541

FEDERAL REGION 8: North Dakota, South Dakota, Montana, Utah
Richard Thomas, Director
Sex Desegregation Assistance Center
Weber State College 1101
Ogden, UT 84408
810-399-6635

FEDERAL REGION 9: California, Nevada, Arizona, Hawaii, Guam, Trust Territories, American Samoa, Commwealth of the Northern Mariana Islands
Barbara A. Peterson, Director
Sex Desegregation Assistance Center
Education Classroom Building, Room 327
California State University — Fullerton
Fullerton, CA 92634
714-773-3141

FEDERAL REGION 10: Oregon, Washington, Idaho, Alaska
Kathryn Scotten, Director
Sex Desegregation Assistance Center
Portland State University
P.O. Box 751
Portland, OR 97207
503-229-4628

U.S. Commission on Civil Rights

HEADQUARTERS
1121 Vermont Avenue N.W.
Washington, D.C. 20425
Louis Nunez, Staff Director
202-254-8130

1 NEW ENGLAND REGIONAL OFFICE, USCCR
55 Summer Street, Eighth Floor
Boston, MA 02110
Jacob Schlitt, Director
617-223-4671

2 EASTERN REGIONAL OFFICE, USCCR
26 Federal Plaza, Room 1639
New York, N.Y. 10007
Ruth Cubero, Director
212-264-0400

3 MID-ATLANTIC REGIONAL OFFICE, USCCR
2120 "L" Street, N.W., Room 510
Washington, D.C. 20037
Ed Rutledge, Director
202-254-6717

4 SOUTHERN REGIONAL OFFICE, USCCR
75 Piedmont Avenue, N.E., Room 362
Atlanta, GA 30303
Bobby D. Doctor, Director
404-221-4391

5 MIDWESTERN REGIONAL OFFICE, USCCR
230 South Dearborn Street, 32nd Floor
Chicago, IL 60604
Clark G. Roberts, Director
312-353-7371

6 SOUTHWESTERN REGIONAL OFFICE, USCCR
418 South Main
San Antonio, TX 78204
J. Richard Avena, Director
512-229-5570

7 CENTRAL STATES REGIONAL OFFICE, USCCR
911 Walnut Street, Room 3103
Kansas City, MO 64106
Melvin Jenkins, Acting Director
816-374-5253

8 ROCKY MOUNTAIN REGIONAL OFFICE, USCCR
Executive Tower, Suite 1700
1020 Fifteenth Street, Suite 2235
Denver, COL 80202
Shirley Hill Witt, Director
303-837-2211

9 WESTERN REGIONAL OFFICE, USCCR
312 North Spring Street, Room 1015
Los Angeles, CA 90012
Philip Montez, Director
213-688-3437

10 NORTHWESTERN REGIONAL OFFICE, USCCR
915 Second Avenue, Room 2852
Seattle, WA 98174
Joseph T. Brooks, Director
206-442-1246

U.S. Office for Civil Rights -- Regional Offices

HEADQUARTERS
Office for Civil Rights
Health and Human Services
330 Independence Avenue SW
Washington, D.C. 20201
202-245-6403

REGION I
140 Federal Street, 14th Floor
Boston, MA 02110
617-223-4408

REGION II
Federal Building, Room 33-130
26 Federal Plaza
New York, N.Y. 10007
212-264-4634

REGION III
3535 Market Street, Room 6300
Philadelphia, PA 19101
215-595-6772

REGION IV
101 Marietta Tower, Room 2702
Atlanta, GA 30323
404-221-2954

REGION V
300 South Wacker Drive, Eighth Floor
Chicago, IL 60606
312-353-2520

REGION VI
1200 Main Tower, Room 1900
Dallas, TX 75202
214-767-3951

REGION VII
1150 Grand Avenue, Seventh Floor
Kansas City, MO 64106
816-374-2474

REGION VIII
1961 Stout Street, Room 1398
Denver, COL 80294
303-837-2025

REGION IX
1275 Market Street
San Francisco, CA 94103
415-556-8586

REGION X
Arcade Plaza Building
1321 2nd Avenue, Room 7320, M/S 723
Seattle, WA 98101
206-442-0473

State Agencies

ALABAMA

Mr. Edward Spears - Race and National Origin
Alabama State Department of Education
Division of Administration and Finance
501 Dexter Avenue
Montgomery, Alabama 36130
205-832-3130

CALIFORNIA (Steven L. Brockhouse - Program Officer)

Dr. Reuben A. Burton - Race
Office of Intergroup Relations
California State Department of Education
721 Capitol Mall, Room 634
Sacramento, California 95814
916-445-9482

Daniel Holt - National Origin
National Origin Desegregation Unit
Office of Bilingual Bicultural Education
721 Capitol Mall
Sacramento, California 95814
916-445-2872

COLORADO (Thelma D. Carter/Maurice Marshall - Program Officers)

Dr. Fred E. Holmes - Race
Colorado Department of Education
Equal Educational Services Unit
201 East Colfax Avenue
Denver, Colorado 80203
303-866-2166

Conrad Romero - National Origin
Colorado Department of Education
Bilingual-Bicultural Education Unit
201 E. Colfax Avenue, Room 424
Denver, Colorado 80203
303-866-3557

CONNECTICUT (Edna Carter - Program Officer)

Ms. Catherine Robinson - Race
Connecticut State Department of Education
Bureau of School Services
P.O. Box 2219
Hartford, Connecticut 06115
203-566-4023

Ms. Maria Amaro - National Origin
Connecticut Department of Education
P.O. Box 2219
165 Capitol Avenue
Hartford, Connecticut 06115
203-566-7325

DELAWARE (Sharron E. Jones - Program Officer)

Horacio Lewis - Race
State Department of Public Instruction
John G. Townsend Building
Dover, Delaware 19901
203-736-4885

FLORIDA (Sharron E. Jones - Program Officer)

Mr. Dan Cunningham - Race
Florida Department of Education
Equal Educational Opportunity Program
Human Resources Services Section
228 Knott Building
Tallahassee, Florida 32301
904-488-4164

GEORGIA (Sharron E. Jones - Program Officer)

Peyton Williams, Jr. - Race
Georgia State Department of Education
State Schools and Special Services
231 State Office Building, Rm. 2312
Atlanta, Georgia 30334
404-656-2591

Peyton Williams, Jr. - National Origin
Associate State Superintendent
Georgia State Department of Education
231 State Office Building
Atlanta, Georgia 30334
404-656-2591

HAWAII (Steven L. Brockhouse - Program Officer)

Mr. Thomas S. Yamashita - National Origin
Hawaii State Department of Education
Office of the Superintendent
P.O. Box 2360
Honolulu, Hawaii 96804
808-548-6451

ILLINOIS (Sue Betka - Program Officer)

Ms. Patricia Wofford - Race
Illinois State Board of Education
Equal Education Opportunity
188 West Randolph Street
Chicago, Illinois 60601
312-793-3226

Ms. Maria Swanson - National Origin
Illinois Office of Education
Bilingual Education
188 West Randolph Street
Chicago, Illinois 60601
312-793-3850

INDIANA (Sue Betka - Program Officer)

Dallas Daniels - Race
Indiana Department of Public Instruction
Race Desegregation Unit
Room 229, State House
Indianapolis, Indiana 46204
317-927-0150

Mr. Phillip W. Roth - National Origin
Indiana Department of Public Instruction
Division of Migrant/Bilingual-Lau Project
Room 229, State House
Indianapolis, Indiana 46204
317-927-0140

IOWA (Sue Betka - Program Officer)

Bill Bean - Race
Iowa Department of Public Instruction
Education Equity Section
Grimes State Office Building
Des Moines, Iowa 50319
515-281-3848

Dan Chavez - National Origin
Director of Bilingual Education
Iowa Department of Public Instruction
Urban Education Section
Grimes State Office Building
Des Moines, Iowa 50319
515-281-3805

KANSAS

Mr. Warren Bell - National Origin
Director of State and Federal Programs
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612
913-296-2306

KENTUCKY (Sharron E. Jones - Program Officer)

June M. Ridley - Race
Kentucky State Department of Education
Division of Equal Educational Opportunity
Capital Plaza Towers Mero Street
Frankfort, Kentucky 40601
502-564-6916

LOUISIANA

No name - Race
Louisiana State Department of Education
Division of Auxiliary Programs/
Technical Assistance
P.O. Box 44064
Baton Rouge, Louisiana 70804
504-342-3563

MARYLAND (Sharron E. Jones - Program Officer)

Mr. Woodrow B. Grant Jr. - Race
Maryland State Department of Education
Office of the Superintendent
200 West Baltimore Street
Baltimore, Maryland 21201
301-659-2228

MASSACHUSETTS (Edna Carter - Program Officer)

Mr. Michael Alves - Race
Massachusetts State Department of Education
Equal Educational Opportunity Office
31 Saint James Avenue
Boston, Massachusetts 02116
617-727-5880

Mr. Fernando Mederos - National Origin
Massachusetts Department of Education
Bureau of Equal Educational Opportunity
31 Saint James Avenue, Room 560
Boston, Massachusetts 02116
617-727-5880

MICHIGAN (Sue Betka - Program Officer)

Mr. John Dobbs - Race
Michigan Department of Education
Office of School and Community Affairs
P.O. Box 30008
Lansing, Michigan 48909
517-373-3260

Mr. Jesse Soriano - National Origin
Michigan Department of Education
Bilingual Education Office
P.O. Box 30008
Lansing, Michigan 48909
517-373-9467

MINNESOTA (Sue Betka - Program Officer)

Ms. Jesse Montano - National Origin
Minnesota State Department of Education
Division of Special and Compensatory
Education
809 Cedar
St. Paul, Minnesota 55109
612-296-1060

MISSOURI (Edna E. Carter - Program Officer)

Linda B. Wyatt - Race
Department of Elementary & Secondary Education
Urban and Teacher Education Division
P.O. Box 480
Jefferson City, Missouri 65102
314-751-4089

Ms. Judith Grimes - National Origin
Project Assistant
Governor's Advisory Council on Hispanic Affairs
P.O. Box 1157
Jefferson City, Missouri 65102
314-751-3015

MONTANA (Thelma D. Carter - Program Officer)

Ms. Judith Johnson - National Origin
Assistant Superintendent, Special Services
Office of Public Instruction
State Capitol
Helena, Montana 59620
406-449-5660

NEBRASKA (Sue Betka - Program Officer)

Mr. Jesse J. Payne - Race
Nebraska Department of Education
Division of Instructional Services
P.O. Box 94987
Lincoln, Nebraska 68509
402-471-2476

Ms. Nancy Rowch - National Origin
Bilingual Consultant of the
Equal Education Division of
School Services
Box 94987
301 Centennial Mall
Lincoln, Nebraska 68509
402-471-2476

NEW HAMPSHIRE (Edna Carter - Program Officer)

Ms. Victoria Reichart - National Origin
New Hampshire State Department of Education
Office of Equal Educational Opportunity
64 North Main Street
Concord, New Hampshire 03301
603-271-2130

NEW JERSEY (Edna E. Carter - Program Officer)

Dr. Diego Castenanos - Race
New Jersey Department of Education
Office of Equal Educational Opportunity Program
225 West State Street
Trenton, New Jersey 08625
609-984-5987

Ms. Nida E. Thomas - National Origin
Office of Equal Educational Opportunity Program
225 West State Street, Room 238
Trenton, New Jersey 08625
609-292-4343

NEW YORK (Edna E. Carter - Program Officer)

Dr. Leroy Ramsey - Race
New York State Department of Education
Division of Intercultural Relations
Cultural Education Center, Rm. 9A47
Albany, New York 12234
518-474-2238

Ms. Carman A. Perez - National Origin
New York State Education Department
Bureau of Bilingual Education
Room 301, EB
Albany, New York 12234
518-474-8775 or 474-3812

NORTH DAKOTA

Mr. G. David Massey - Race
Department of Public Instruction
Equal Educational Opportunity Programs
State Capitol Building
Bismarck, North Dakota 58505
701-224-2393

OHIO (Sue Betka - Program Officer)

Mr. Arthur Bouldin - Race
State of Ohio Department of Education
Division of Equal Educational Opportunities
65 South Front Street, Suite 808
Columbus, Ohio 43215
614-466-5834

Dr. Robert Evans - National Origin
State of Ohio Department of Education
Administration Room 808
Columbus, Ohio 43215
614-466-5834

OKLAHOMA (Thelma D. Carter - Program Officer)

Mr. Van Wright - Race
Oklahoma State Department of Education
Human Relations Section
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105
405-521-2841

OREGON (Steven L. Brockhouse - Program Officer)

Mr. Arnie Leppert - Race
Oregon State Department of Education
Equal Educational Opportunity Unit
700 Pringle Parkway Southeast
Salem, Oregon 97310
503-378-3585

Mr. Alonso Lopez - National Origin
Oregon State Department of Education
Compensatory Education
700 Pringle Parkway Southeast
Salem, Oregon 97310
503-378-3786

PENNSYLVANIA (Sharron E. Jones - Program Officer)

Conrad Jones - Race
Pennsylvania Department of Education
Bureau of Equal Educational Opportunity
333 Market Street, Box 911
Harrisburg, Pennsylvania 17126
717-787-9018

RHODE ISLAND (Edna Carter - Program Officer)

Robert L. Bailey - Race
Rhode Island Department of Education
Equal Opportunity Unit
22 Hayes Street
Providence, Rhode Island 02908
401-277-2648

Marilyn Gounaris - National Origin
Rhode Island Department of Education
Equal Educational Opportunity
22 Hayes State
Providence, Rhode Island 02908
401-277-2648

SOUTH DAKOTA (Thelma D. Carter/Maurice Marshall - Program Officers)

Ms. Paulette Levison - National Origin
South Dakota State Education Department
Division of Elementary & Secondary Education
Kneip Building
Pierre, South Dakota 57501
605-773-3293

TENNESSEE (Sharron E. Jones - Program Officer)

Mr. Troy L. Jones - Race
Tennessee State Department of Education
Equal Educational Opportunity Programs
132-E Cordell Hull Building
Nashville, Tennessee 37219
615-741-3248

TEXAS (Thelma D. Carter/Maurice Marshall - Program Officers)

Gilbert Conoley - Race
Texas Education Agency
Division of Technical Assistance
201 E. 11th Street
Austin, Texas 78701
512-475-4680 or 475-5959

UTAH (Thelma D. Carter/Maurice Marshall - Program Officers)

Mr. Joe Sandabol - Race
Project Director
Utah State Office of Education
Division of Program Administration
250 East 500 South
Salt Lake City, Utah 84111
801-533-6092

Mr. George B. Campbell- National Origin
Director Title IV
Utah State Office of Education
Division of Program Administration
250 East 500 South
Salt Lake City, Utah 84111
801-533-6092

VERMONT (Edna Carter - Program Officer)

Gerard Asselin - National Origin
Division of Federal Assistance
120 State Street
Montpelier, Vermont 05602
802-828-3124

VIRGINIA (Sharron E. Jones/Maurice Marshall - Program Officers)

Dr. V. Wendell Hylton - Race
Department of Education
Office of Technical Assistance for
School Desegregation
9th Street Office Building, P.O. Box 60
Richmond, Virginia 23216
804-786-3750

WASHINGTON (Steven L. Brockhouse - Program Officer)

Mr. Warren Burton - Race
State Department of Public Instruction
Office for Equal Education
7510 Armstrong Southwest
Tumwater, Washington 98501
206-753-2573

Mr. Rosenda Luna - National Origin
Program Assistant
State Department of Public Instruction
7510 Armstrong Southwest
Tumwater, Washington 98501
206-753-2573

WISCONSIN (Sue Betka - Program Officer)

Mr. John Strother - Race
Department of Public Instruction
Equal Educational Opportunity Office
126 Langdon Street
Madison, Wisconsin 53702
608-266-0043

Mr. Russell Mosely - National Origin
Mr. Roger R. Philbrick
Wisconsin Department of Public Instruction
Instructional Services Division
125 South Webster Street
Madison, Wisconsin 53702
608-266-2658 or 266-3394

Private Organizations

Center for Civil and Human Rights
University of Notre Dame
Notre Dame, IN 46556
212-283-6483

Center for National Policy Review
Catholic University Law School
Washington, D.C. 20064
202-832-8525

American Civil Liberties Union
132 W. 43rd Street
New York, N.Y. 10036
212-944-9800

Center for Law and Education, Inc.
6 Appian Way, 3rd Floor
Cambridge, MA 02138
617-495-4666

Children's Defense Fund
1520 New Hampshire Avenue N.W.
Washington, D.C. 20036
202-483-1470

Education Commission of the States
National Project and Task Force
on Desegregation Strategies
1860 Lincoln, Suite 300
Denver, CO 80295
303-861-4917

Horace Mann Bond Center
for Equal Education
Room 2220 University Library
University of Massachusetts
Amherst, MA 01003
413-545-0327

NAACP Legal Defense and Educational Fund, Inc.
10 Columbus Circle
New York, N.Y. 10019
212-586-8396

National Association for the Advancement
of Colored People (NAACP)
1790 Broadway
New York, N.Y. 10019
212-245-2100

National Catholic Conference
for Interracial Justice
1200 Varnum Street N.E.
Washington, D.C. 20017
202-529-6480

National Education Association
Teacher Rights Department
1201 16th Street N.W.
Washington, D.C. 20036
202-833-4267

Puerto Rican Legal Defense and Education Fund
95 Madison Avenue, Room 1304
New York, N.Y. 10016
212-532-8470

Racism and Sexism Resource
Center for Educators
1841 Broadway
New York, N.Y. 10023
212-757-5339

Lawyers' Committee for Civil Rights Under Law

Headquarters:
733 15th Street N.W.
Suite 520
Washington, D.C. 20005
202-628-6700

Public Counsel
3535 Sixth Street
Suite 100
Los Angeles, CA 90020
213-385-2977

Atlanta Lawyers' Committee
1515 Healey Bldg.
Atlanta, GA 30303
404-522-1934

Boston Lawyers' Committee
294 Washington Street
Boston, MA 02109
617-482-1145

Chicago Lawyers' Committee
220 S. State Street
Suite 300
Chicago, IL 60604
312-939-5797

San Francisco Lawyers' Committee
625 Market Street, Suite 1208
San Francisco, CA 94105
415-543-9444

Public Interest Law Center of Philadelphia
1315 Walnut Street, 16th Floor
Philadelphia, PA 19107
715-735-7200

Jackson Lawyers' Committee
210 S. Lamar Street, Suite 720
Jackson, MI 39201
601-948-5400

Colorado Lawyers' Committee
730 17th Street, Suite 220
Denver, CO 80202
303-399-5489

Indianapolis Lawyers' Committee, Inc.
17 West Market Street, Suite 501
Indianapolis, IN 46204
317-639-1441

Washington Lawyers' Committee
733 15th Street N.W., Suite 427
Washington, D.C. 20005
202-347-3801

Mexican-American Legal Defense and Educational Fund
(MALDEF)

Headquarters:
28 Geary Street
San Francisco, CA 94108
415-981-5800

1411 K Street N.W., Suite 300
Washington, D.C. 20005
202-393-5111

1636 W. Eighth Street, Suite 319
Los Angeles, CA 90014
213-383-6952

250 W. 14th Avenue, Suite 308
Denver, CO 80204
303-893-1893

201 N. St. Mary's Street, Suite 517
San Antonio, TX 78205
512-224-5476

343 S. Dearborn, Suite 910
Chicago, IL 60604
312-427-9363

Persons with Expertise in One or More Areas of Desegregation Implementation

The listing in this section provides the names, addresses, and telephone numbers of persons with expertise in one or more aspects of implementing school desegregation plans. Names are grouped according to primary area of expertise. Many of these individuals are academicians and researchers affiliated with universities and research institutes; others are administrators and officials affiliated with school districts, local and state education associations, and state and federal government agencies. Notes about these individuals' areas of expertise are provided beside their names.

Bilingual Education, Hispanics, and School Desegregation

Arias, Beatriz
Stanford University
School of Education
Stanford, CA 94305
415-497-1297

Principal investigator for NIE funded desegregation and bilingual education project.

Baez, Luis A.
University of Wisconsin
School of Education
Milwaukee, WI 53201
414-963-5026

Knowledgeable about interrelationship of bilingualism and desegregation.

Cardenas, Jose A., Director
Intercultural Development Research Association
5835 Callaghan Road
San Antonio, TX 78229
512-684-8180

Former superintendent in Edgewood, Texas, and frequently-consulted expert in desegregation cases involving bilingual education.

Carter, Thomas P.
2131 Rockwood Drive
Sacramento, CA 95825
916-483-5450

Professor of education at Sacramento State University, expert on desegregation in districts with significant numbers of Hispanic students.

Castenanos, Diego, Director
New Jersey Department of Education
Office of Equal Educational Opportunity
225 W. State Street
Trenton, NJ 08625
609-984-5987

Practically experienced in bilingual education and its role in desegregation.

Fernandez, Ricardo
University of Wisconsin - Milwaukee
School of Education
Department of Cultural Foundations
829 Enderis Hall
Milwaukee, WI 53201
414-963-5663

Has studied interrelationship of bilingualism and desegregation.

Community Involvement in School Desegregation

Chace, Jon
Community Relations Service
2nd and Chestnut Streets
Philadelphia, PA 19106
215-597-2344

Active in building community coalition in Wilmington, Delaware.

Mizell, Hayes, Director
Southeastern Public Education Project
American Friends Service Committee
1338 Main Street Suite 501
Columbia, SC 29201
803-256-6711

Expert on student rights, parent involvement and strategies for advocacy.

Stevens, Leonard B., Director
Office on School Monitoring and Community Relations
1343 Terminal Tower
Cleveland, OH 44113
216-522-7300

Has supervised the valuable research work of this court-ordered group.

Tompkins, Rachel
Citizens' Council for Ohio Schools
517 The Arcade
Cleveland, OH 44114
216-621-5220

A ranking specialist on developing methods for parent and community involvement in desegregation.

Willie, Charles V.
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Has served on court monitoring and inquiry committees. Expert on community politics in school desegregation.

Yoshino, Jean
Tucson Education Association
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Active in ESAA monitoring system and organizing community coalition support of desegregation.

Cooperative Learning

Aronson, Elliot
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Stevenson College
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Originator of Jigsaw learning, a variety of cooperative learning technique, close to that of Slavin (see below).

Cohen, Elizabeth
Stanford University
School of Education
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Foremost researcher in the field of cooperative learning techniques and in status reorganization of classrooms.

Slavin, Robert E.
Johns Hopkins University
Center for the Social Organization of Schools
3505 N. Charles Street
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Principal developer of programs involving cooperative learning techniques appropriate for diverse classrooms.

Courts and Desegregation Litigation

Chachkin, Norman
Lawyers' Committee for Civil Rights Under Law
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A leading litigation of school desegregation cases.

Levin, Betsy
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Former General Counsil of the U.S. Department of Education, a leading legal scholar on desegregation law and other civil rights issues related to education. Member, National Review Panel on School Desegregation Research.

Roos, Peter
Mexican American Legal Defense and Educational Fund
28 Geary Street
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In charge of education litigation for this important group. Member, National Review Panel on School Desegregation Research.

Taylor, William L.
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Expert on school desegregation litigation. Member, National Review Panel on School Desegregation Research.

Yudof, Mark G.
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Expert on school desegregation litigation and the role of social science research. Member, National Review Panel on School Desegregation Research.

Demography and White Flight

Armor, David J.
Rand Corporation
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Research on white flight.

Farley, Reynolds
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A leading demographer who has studied desegregation in Los Angeles and Chicago, among other places.

Rossell, Christine H.
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Leading analyst of white flight. Member, National Review Panel on School Desegregation Research.

Taeuber, Karl E.
University of Wisconsin
Department of Sociology
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A leading demographer who has studied desegregation in Indianapolis, Cleveland, and other cities. Has written widely on white flight.

Wilson, Franklin
University of Wisconsin
Center for Demography
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Sociologist concerned with the relationship between student enrollment, demographic patterns and sources of desegregation impetus.

Housing and School Desegregation

Martin, Galen
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Expert on the creating of a public education campaign to encourage low-income families to move into desegregated locations.

Orfield, Gary
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Well-known authority on housing and school desegregation. Member, National Review Panel on School Desegregation Research.

Pearce, Diana
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Author of recent study of the effects of school desegregation on housing desegregation.

Human and Interpersonal Relations

Brooks, Terry, Principal
Samuel V. Noel Middle School
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Given credit for establishing excellent pupil race relations. Experienced with use of instructional materials coordinators in middle schools.

Epps, Edgar G.
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Researcher into effects of urban schools on student achievement, aspirations, self-concepts and other personality factors. Member, National Review Panel on School Desegregation Research

McConahay, John B.
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Expert on research on desegregation and race relations. Member, National Review Panel on School Desegregation Research.

Schofield, Janet W.
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Implementation of Desegregation Plans

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Director, Desegregation Assistance Center for Race, Service Area 8.

Bernes, James
New England Equal Educational Center
University of Hartford
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Director, Desegregation Assistance Center for Race, Service Area 1.

Candoli, I. Carl Superintendent of Schools Fort Worth Independent School District 3210 W. Lancaster Fort Worth, TX 76107 817-336-8311	Present superintendent of Fort Worth and former superintendent of Lansing, Michigan, experienced in desegregation implementation.
Duff, Ogle University of Pittsburgh 4029 Bigelow Boulevard Pittsburgh, PA 15260 412-624-5865	Director, Desegregation Assistance Center for Race, Service Area 3.
Evans, Robert Kent State University 301 Wright Hall Kent, OH 44242 216-672-2828	Director, Desegregation Assistance Center for Race, Service Area 9.
Garrison, Joe University of Oklahoma Consultative Center for Equal Educational Opportunity 555 constitution Avenue Norman, OK 73069 405-325-1841	Director, Desegregation Assistance Center for Race, Service Area 11.
Henderson, Ron U.S. Commission on Civil Rights 1121 Vermont Avenue, N.W. Washington, D.C. 20425 202-655-4000	Former head of Desegregation Studies Unit of the National Institute of Education: experienced researcher.
Moody, Charles D., Sr. University of Michigan School of Education Ann Arbor, MI 48109 313-763-9910	Director, Desegregation Assistance Center for Race, Service Area 7.
Shannon, James Deputy Superintendent Stockton Public Schools 701 N. Grand Stockton, CA 209-944-3175	Designed innovative strategies to desegregate the triethnic public school of Stockton, California.
Thomas, Richard Weber State College 1101 3750 Harrison Boulevard Ogden, UT 84408 801-626-6650	Director, Desegregation Assistance Center for Race, Service Area 13.

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Withycombe, Richard
Portland State University
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Inservice Training and Teacher Organization for Desegregation

Beckum, Leonard A.
Far West Laboratory for Educational Research and Development
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Director of Far West Lab who has researched desegregation topics. Especially inservice teacher education. Director, Desegregation Assistance Center for Race, Service Area 14.

Bosma, Boyd
Teacher Rights
National Education Association
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Extensive experience in organizing teachers around desegregation.

Carter, Ruth
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Principal contact person to arrange in-service training in cooperative learning methods and desegregation. This is based on the research of Research Scientist Robert E. Slavin, same address.

Dorsey, Dennis
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Ohio Education Association
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Helped develop a model in-service program with Columbus Education Association.

King, Nicelma J.
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Researcher on inservice training programs in desegregated schools.

McFarlane, Ramon
National Education Association
Teacher Rights
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Active in constructing in-service training programs.

Mercer, Jane R.
University of California
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Specialist in in-service training and non-biased testing.

Rankin, Charles
Kansas State University
Holton Hall
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Experienced in implementing in-service programs for teachers. Director Desegregation Assistance Center for Race, Service Area 10.

Smith, Al
Washington Education Association
Human Relations
33434 8th Avenue South
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206-941-6700

Has worked in South King County, Washington to organize consortium of teacher groups, school districts, state agencies, and universities to support desegregation in changing metropolitan area.

Young, Wally
Delaware State Education Association
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Experience in forming a teacher coalition in response to multi-district metropolitan consolidation in New Castle County.

Metropolitan/Multi-district Desegregation

Bender, Maggie
Charleston County Education Association
123 Meeting Street
Charleston, SC 29401
803-723-3504

Developed a needs assessment in a multi-district desegregation case being litigated by the Justice Department.

Bingman, Mike
Missouri National Education Association
Crescent City/Metro Unit
10330 Old Olive Street Rd.
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Active in St. Louis County; helped develop teacher association coalition to deal with urban and suburban problems in pending metropolitan cases.

Cataldo, Everett F.
Cleveland State University
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Student interrelationship of metropolitan desegregation and white flight. In particular, has studied Florida.

Raffel, Jeffrey A.
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Studied politics of metropolitan desegregation in New Castle County (Wilmington) Delaware; advised parents, teachers and students and directed a governor-appointed group to assume smooth implementation of desegregation.

Other Sources and Resources on School Desegregation

Bjork, David
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Expert at establishing effective working change agent relationships with school districts.

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Expert in institutional changes to support school desegregation. Member, National Review Panel on School Desegregation Research.

Colton, David, Director
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Center for the Study of Law in Education
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Leading researcher into financial costs of desegregation

Crain, Robert L.
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Researcher into desegregation and academic achievement as well as more applied aspects of desegregation. Member, National Review Panel or School Desegregation Research

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Interpreter of desegregation research and its relevance to practical educational applications. Member, National Review Panel on School Desegregation Research.

McPartland, James M.
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Expert on research about desegregation and equity in education and employment. Member, National Review Panel on School Desegregation Research.

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Innovator of ethnographic studies of desegregation and former head of Desegregation Studies Unit, National Institute of Education.

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Student of Desegregation research and organizer of national clearing-house of information and research on information and research on desegregation.

Planning for Desegregation

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Leading desegregation planner. Director, Desegregation Assistance Center for Race, Service Area 6.

McCarthy, Daniel R.
McCarthy, Lebit, Crystal
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Formerly special master in Cleveland case.

Rapley, Frank
Deputy Superintendent
Management & Budget
Jefferson County Public Schools
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Great deal of knowledge and experience with pupil assignment plans.

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A foremost planner of desegregation

Teacher Desegregation

Fowler, Jim
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Active in negotiating and implementing model standards for voluntary and mandatory teacher desegregation.

Hagan, Harold
Colorado Education Association
Teacher Rights
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Instrumental in developing teacher-based Affirmative Action Resource Teams in cooperation with state education department to train for and facilitate implementation of desegregation throughout entire state.

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Washington Education Association
Seattle UniServ Council
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206-283-8443

Has worked on problem on minority teacher displacement.

Jordan Arthur
Indiana State Teachers Association
Human Rights
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Familiar with problems of displacement of city teachers upon implementation of plan to bus urban students to suburbs.

Voluntary Desegregation

Levine, Daniel U.
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Specialist in magnet schools and voluntary desegregation.

Parody, William
Project Concern
128 Westland Street
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Has 12 years of experience managing a suburban-central city voluntary integration plan.

Glossary

Ability grouping

The assignment of children with broadly similar levels of academic achievement to receive instruction from a teacher. The grouping may be full-time or part-time, embracing only certain subjects or all subjects. The essential feature of the technique is that different groups of children are instructed separately, under varying educational standards. Unless care is taken, ability grouping can result in harmful in-class or in-school segregation.

Affirmative action

A practice whereby the effects of past systematic discrimination against some groups are sought to be remedied by ending the privileges of other groups who were preferred in the past. Precautions are adopted to protect the equal rights of groups which had been excluded or denied equality in the past. The degree of progress toward ending group privilege can be stated in terms of broad goals or numerical proportions. Most frequently affirmative action is applied to employment and admission in higher education.

Affirmative obligation

The requirement that a party found guilty of denying a legal requirement can remedy the misdeed only by performing an action or series of actions rather than by simply proclaiming a new right but without changing any existing practices. In Penick (1979), the U.S. Supreme Court held that a school district which was unconstitutionally segregated in 1954--at the time of the Brown ruling--had an affirmative obligation in the years afterward to dismantle the segregation. This was applied in Columbus and Dayton in 1979.

Black flight

The reduction of black attendance in public schools of an area due to withdrawal of black students in order to enroll in nearby non-public schools

or as the result of changes in black residence a distance away, including the suburbs. This is occurring in many central cities.

Brown flight

Same as the preceding, except with reference to Hispanic students. Los Angeles is a prime example of such movement.

Busing

The transportation of children to a school at public expense on school-owned vehicles. In Swann (1971) the U.S. Supreme Court approved the lower-court requirement of busing because it was necessary in order to vindicate the constitutional rights of black children.

Clustering

A desegregative device whereby racial heterogeneity is achieved by creating an expanded attendance area within which schools of varying grade-ranges permit a degree of educational choice within a mandatory range of racial composition. A city might be divided into six areas, each containing 6 elementary, 3 middle, and 2 junior high schools. All schools must be non-segregated but individuals might choose a school within that limitation.

Also clustering means the desegregation of a group of schools by reassigning most of the students in a minority elementary school to several white schools and some white students from each of the latter to the single black school.

De facto segregation

A form of racial concentration said to result from circumstance rather than design. This term is most often used to contend that some forms of school segregation are a simple reflection of housing patterns. Thus, school segregation of this type just happened to occur.

De jure segregation

A form of racial concentration said to result from official design rather than circumstance. Under the 14th Amendment, a state or subdivision of a state--such as a school district--is forbidden to deliberately segregate children on the basis of race.

Desegregation

The elimination of systematic barriers to the attendance of children of different races in a common school. The barriers may have been deliberately created by law or other means, or they could result from happenstance. At the heart of the process is the replacement of racial isolation by interracial interaction. Desegregation without interaction is a contradiction in terms.

Discrimination

The imposition of an extra burden upon an individual so as to unfairly handicap that person.

Equity

What is fair and right [Oxford English Dictionary (O.E.D.)].

ESAA

The Emergency School Aid Act, first passed by Congress in 1972, designed to help school districts solve problems arising from the implementation of desegregation by providing funds to support programs in individual schools.

Equal protection

A doctrine contained in the 14th Amendment which forbids any state from withholding the benefits of a law from any group of its citizens on the basis of race. In Brown (1954), the U.S. Supreme Court held that forced segregation of schools unconstitutionally deprived black children of equal protection of the laws, in this case, of the laws establishing the public schools.

Feeder patterns

The established arrangements whereby students progress from specific lower schools to specific upper schools within the same school system.

Intact busing

The practice of transporting children, usually minority students, to a school of another race while retaining the transported students as a unit so that they interact minimally with children in the receiving school. The transported children may have special lunch and recess periods as well as arrival and departure times, different from those of the school as a whole.

Integration

A condition marked by mutual respect and equal dignity, in an atmosphere of acceptance and encouragement of distinctive cultural patterns. An integrated school seeks to educate all children effectively, without regard to race or class.

Magnet school

An educational organization based on a special curriculum or interest, whose students volunteer to attend in order to pursue that interest.

Mandatory

Obligatory in consequence of a command (O.E.D.). Students in such a desegregation plan must attend a school selected by a legal authority.

Metropolitan plan

A desegregation arrangement which joins two or more school districts to create a larger field in which racial concentration can be minimized and stability of enrollment can be maximized. The districts or parts of districts can be merged into a new, reorganized district or be organized into a new cooperative relationship while retaining their separate legal status.

Monitoring commission

A group of persons, usually appointed by a judge but sometimes by a school board, whose assignment is to observe the process of implementation of a court-ordered desegregation plan and report to the judge or the school board.

NIE

The National Institute of Education, the research arm of the U.S. Department of Education. It contains the Desegregation Studies Team, almost the sole federal source of funds for desegregation research.

National Teachers Examination

A series of tests, published by the Educational Testing Service, designed to predict the degree to which a candidate will prove to be a successful teacher. The validity of the tests has been attacked in courts on the ground that consistently lower scores by minority persons suggests the tests are culturally biased. Another, related issue concerns the degree to which employment or discharge of a teacher should depend, in part or wholly, on NTE scores.

Neighborhood school

A school whose attendance area encompasses a relatively circumscribed region that may assure a more or less racially or socially homogeneous student body. In Swann (1971) the U.S. Supreme Court also called the neighborhood school a "walk-in school."

OCR

The Office for Civil Rights, the enforcement arm of the U.S. Department of Education for the Civil Rights Act of 1964 as well as other laws and executive orders.

One-way busing

A form of desegregation which provides for transportation of minority children to predominantly white schools.

Open enrollment

A student assignment scheme whereby students have the right to select one of many schools to attend.

Optional zone

Within a general system of mandatory assignment, students living in designated areas have the right to select from two or more schools. In many cases, courts have found optional zones to be devices whereby white students were afforded an opportunity to avoid attending schools with blacks.

Pairing

The conversion of two formerly racially homogeneous 1-8 grades schools into 1-4 and 5-8 grades schools, each of which racially is heterogeneous and is attended successively by all students in an enlarged attendance area.

Quality education

A term of somewhat uncertain meaning generally employed to designate the speaker's primary interest in academic achievement over other goals of the school.

Racial balance

A term which emerged in the early 1960's in legal circles that refers to a precise racial representativeness in a school's enrollment or other population. The pursuit of racial balance is forbidden in federal courts although the U.S. Supreme Court, in Swann (1971) permitted racial balance as a starting point for a desegregation plan. In the same decision, states were held to have the right, voluntarily, to require racial balance in their schools.

Racial isolation

A term which came into usage after publication of a study in 1967 by the

U.S. Commission of Civil Rights that used the term. It denotes a condition wherein children of different races are concentrated in separate schools irrespective of the force that produced the concentration. A racially-isolated school may be the consequence of de facto or de jure segregation, although the term is generally reserved for the former condition.

Resegregation

The reappearance of segregation in a formerly desegregated school system. It appears in two principal forms: 1) internal, by racially segregated classrooms and student activities within a school, and 2) external, by withdrawal of white students from a desegregated school. (See "white flight" and "second-generation problems" below).

School closings

The discontinuance of educational operations in specific schools. Mentioned in Brown II (1955) as one of the means of ending a dual school system.

Second-generation problems

Racially discriminatory arrangements that may develop in formally desegregated schools. These include practices which affect minority students to a disproportionately large degree. Included are suspensions and expulsions and other disciplinary measures, ability grouping and tracking, and others. Nearly all second-generation problems are administrative in origin.

Segregation

Socially-patterned and systematic concentration of racial groups in which some are viewed as superiors, others as subordinates.

Segregation academy

A non-public school organized by parents of white children to enroll white students and thereby avoid attending a newly-desegregated public school.

Segregative purpose

An intention by a state or subdivision of a state to separate children on the basis of race or ethnic group.

Singleton principle

The ratio of black teachers to white teachers in a given school must be the same as the ratio of such teachers to each other in the school system as a whole. Enunciated in Singleton.

Special master

A person, usually trained in the law, who is designated by a judge to conduct hearings and/or investigations on behalf of the court and make recommendations for action. Such persons have been employed in desegregation proceedings in Cleveland, Los Angeles, Milwaukee, and Boston, among others.

Stay

Decision by a higher court to suspend implementation of a lower-court order until some further action, usually specified, is taken.

Tracking

The patterning of curricula so as to channel certain groupings of children toward various levels of educational attainment. Placement in specific curricula depends on standardized test scores and/or counselling practices. Often, tracking leads to racially-isolated classrooms.

Two-way busing

A form of desegregation which provides for transportation of both minority students to schools of the opposite race. Also called "cross-busing."

Unequal burden

A contention, usually by plaintiffs in a desegregation case, that one group--blacks, for the most part--is required by a court remedy to shoulder more responsibilities than another group, whites, for the most part. An unequal burden of busing was rejected by the court in Cleveland.

Unitary school system

A school system in which the vestiges of unconstitutional discrimination have been eliminated on a firm and durable basis. Usually, once this condition has been achieved, a court will discharge the case from court supervision.

Voluntary

Performed or done of one's own free will, impulse, or choice (O.E.D.). In a desegregation plan, the term usually refers to choice by a student of which school to attend.

White flight

The reduction in the percent white among a school system's enrollment. This may reflect withdrawal of white children from the schools, to escape desegregation, change of residence by families of which these children are part, a differential fall in the birth rate, growing dissatisfaction with crime, housing, or other urban conditions, or a combination of all these factors.